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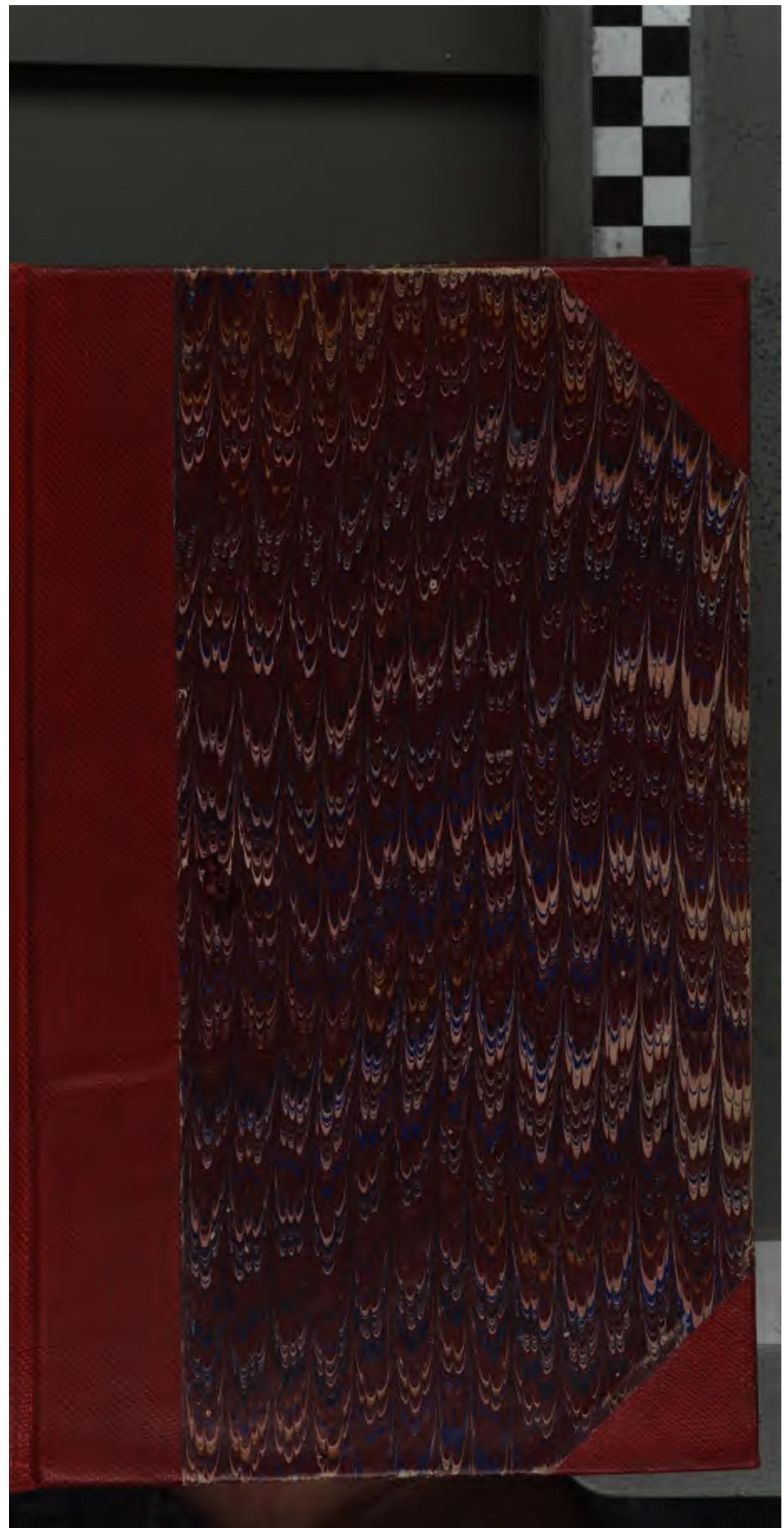
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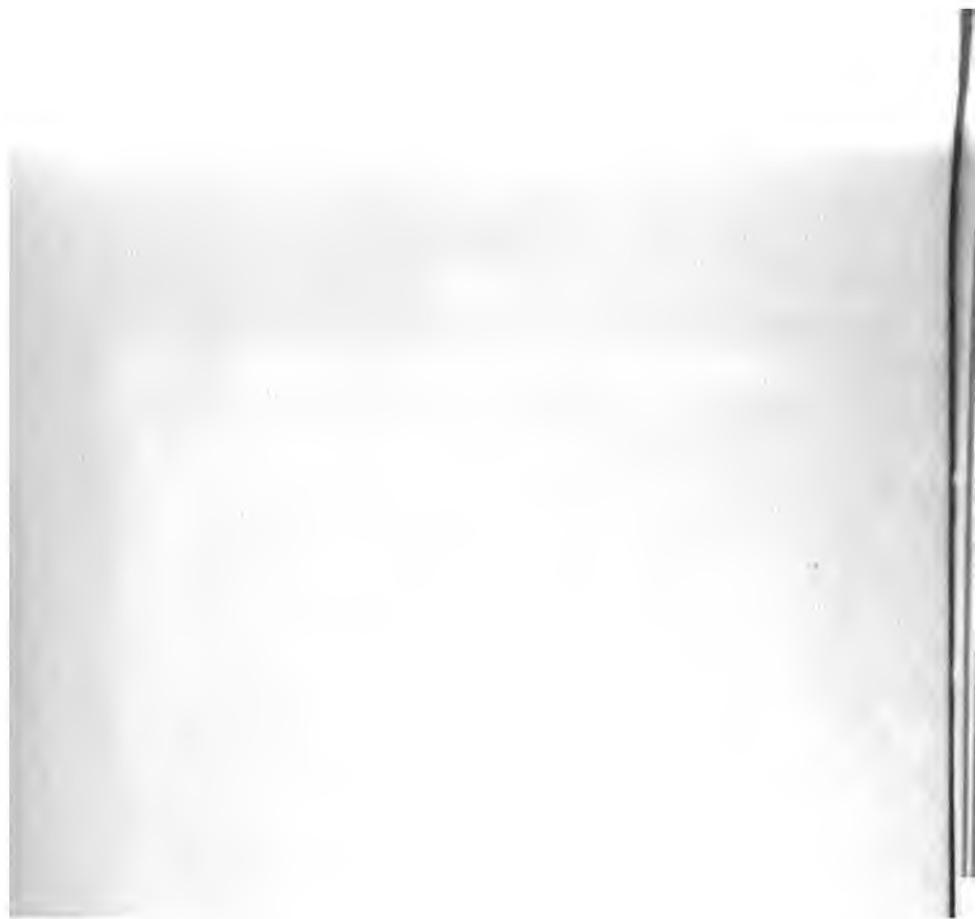
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FIFTY-SIXTH ANNUAL REPORT



OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

BOSTON

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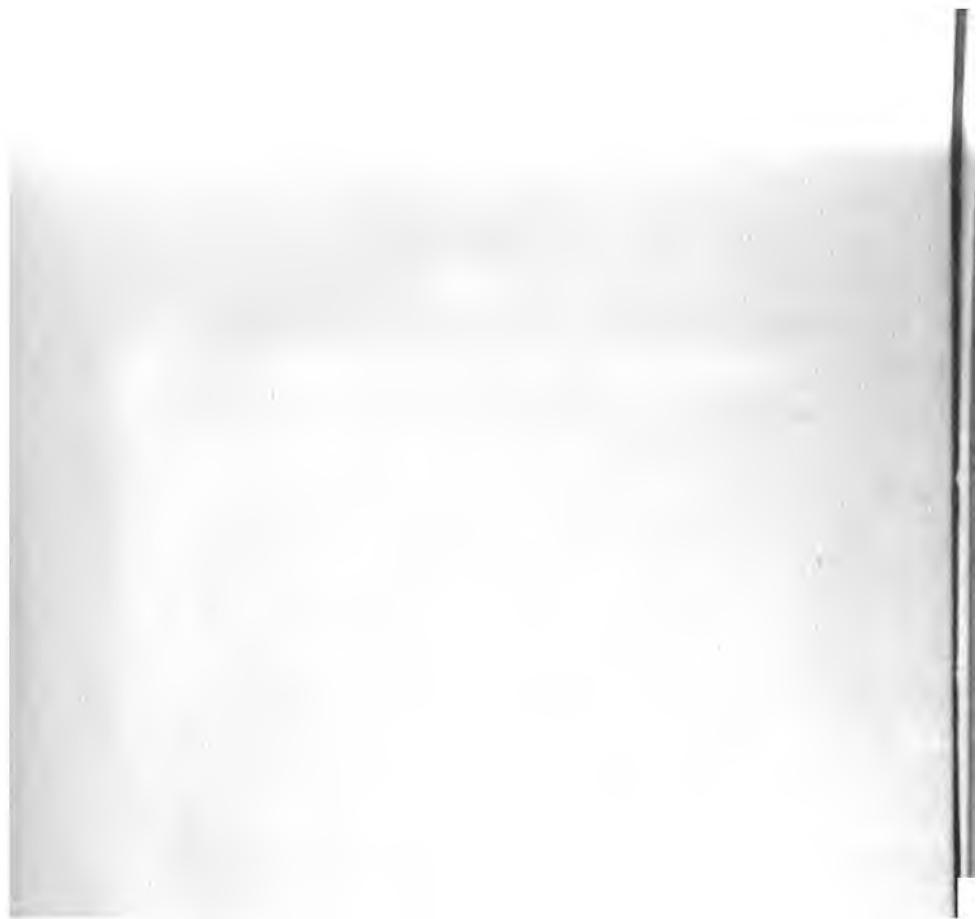
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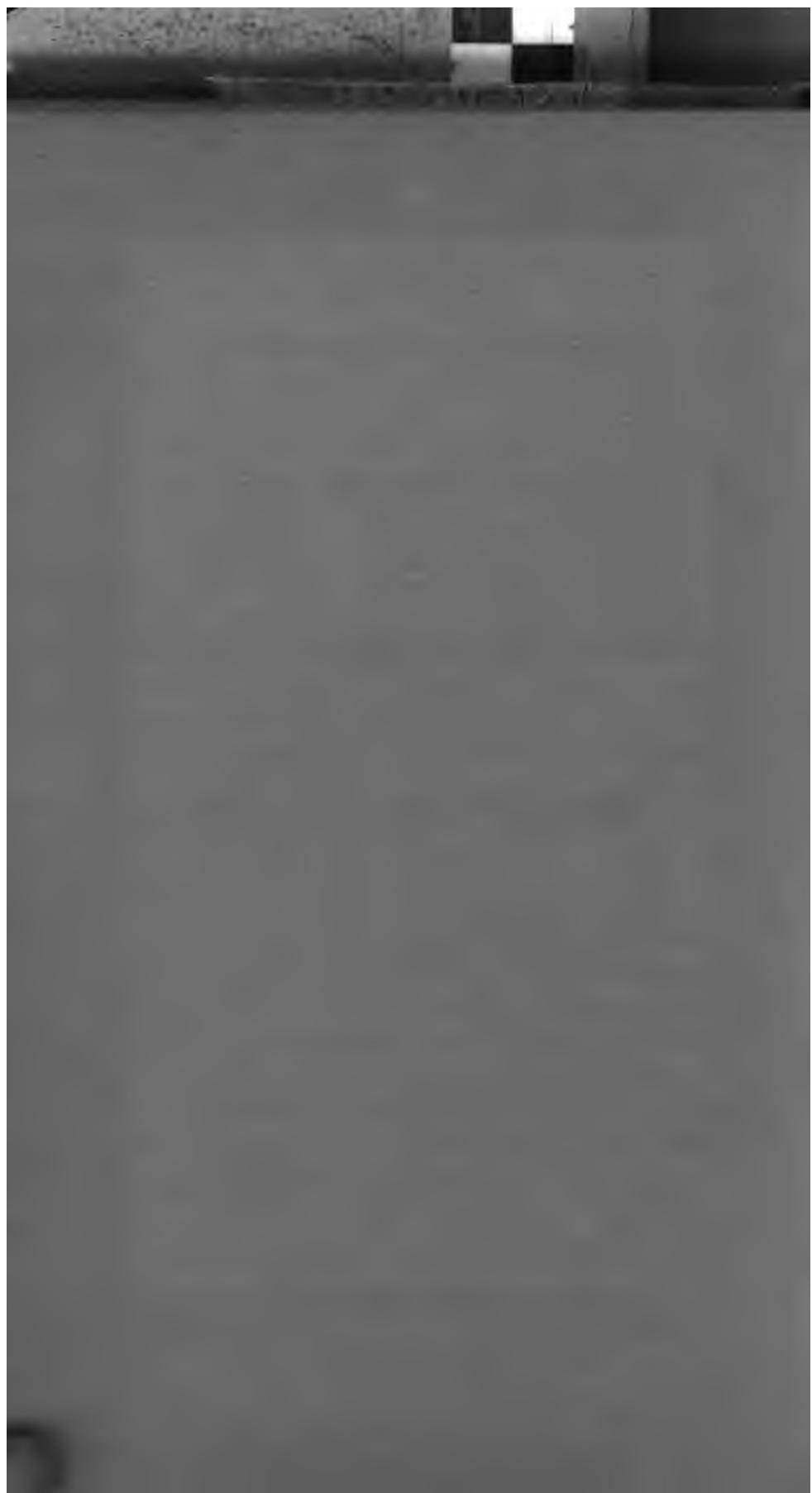
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OF

THE TRUSTEES

OF THE

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AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1887.

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1888.



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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, December 10, 1887.

To the Hon. HENRY B. PIERCE, *Secretary of State*, Boston.

DEAR SIR:—I have the honor to transmit to you, for the use of the legislature, a copy of the fifty-sixth annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

M. ANAGNOS,
Secretary.



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1887-88.

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1888.

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| Nevins, David, Boston. | Prendergast, J. M., Boston. |
| Nichols, J. Howard, Boston. | Preston, Jonathan, Boston. |
| Nichols, R. C., Boston. | Pulsifer, R. M., Boston. |
| Nickerson, Andrew, Boston. | Quincy, George Henry, Boston. |
| Nickerson, Mrs. A. T., Boston. | Reardon, Dennis A., Boston. |
| Nickerson, George, Jamaica Plain. | Rice, Hon. A. H., Boston. |
| Nickerson, Miss Priscilla, Boston. | Rice, Fitz James, Providence. |
| Nickerson, S. D., Boston. | Richardson, Mrs. Jeffrey, Boston. |
| Norcross, Miss Laura, Boston. | Richardson, John, Boston. |
| Noyes, Hon. Charles J., Boston. | Richardson, Mrs. M. R., Boston. |
| O'Reilly, John Boyle, Boston. | Robbins, R. E., Boston. |
| Osgood, John Felt, Boston. | Robeson, W. R., Boston. |
| Osborn, John T., Boston. | Robinson, Henry, Reading. |
| Owen, George, Providence. | Rodman, S. W., Boston. |
| Paine, Mrs. Julia B., Boston. | Rodocanachi, J. M., Boston. |
| Paine, Robert Treat, Boston. | Rogers, Miss Clara B., Boston. |
| Palfrey, J. C., Boston. | Rogers, Jacob C., Boston. |
| Palmer, John S., Providence. | Ropes, J. C., Boston. |
| Parker, Mrs. E. P., Boston. | |
| Parker, E. Francis, Boston. | |
| Parker, Henry G., Boston. | |
| Parker, Richard T., Boston. | |

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| Ropes, J. S., Jamaica Plain. | Sturgis, Francis S., Boston. |
| Rotch, Miss Anne L., Boston. | Sturgis, J. H., Boston. |
| Rotch, Mrs. Benjamin S., Boston. | Sturgis, James, Boston. |
| Rotch, Miss Edith, Boston. | Sullivan, Richard, Boston. |
| Russell, Henry G., Providence. | Swan, Mrs. Robert, Boston. |
| Russell, Mrs. Henry G., Providence. | Sweetser, Mrs. Anne M., Boston. |
| Russell, Henry S., Boston. | Taggard, B. W., Boston. |
| Russell, Miss Marian, Boston. | Taggard, Mrs. B. W., Boston. |
| Russell, Mrs. Sarah S., Boston. | Talbot, Mrs. Isabella W., North Billerica. |
| Saltonstall, Henry, Boston. | Tappan, Miss M. A., Boston. |
| Saltonstall, Hon. Leverett, Newton. | Tappan, Mrs. William, Boston. |
| Sampson, George, Boston. | Temple, Thomas F., Boston. |
| Sanborn, Frank B., Concord. | Thaxter, Joseph B., Hingham. |
| Sayles, F. C., Pawtucket, R. I. | Thayer, Miss Adele G., Boston. |
| Sayles, W. F., Pawtucket, R. I. | Thayer, Miss A. G., Andover. |
| Schlesinger, Barthold, Boston. | Thayer, Rev. George A., Cincinnati. |
| Schlesinger, Sebastian B., Boston. | Thomas, H. H., Providence. |
| Sears, David, Boston. | Thomas, Capt. J. B., Boston. |
| Sears, Mrs. David, Boston. | Thorndike, Mrs. Delia D., Boston. |
| Sears, Mrs. Fred., Jr., Boston. | Thorndike, S. Lothrop, Cambridge. |
| Sears, F. R., Boston. | Thurston, Benj. F., Providence. |
| Sears, Mrs. K. W., Boston. | Tilden, Mrs. M. Louise, Milton. |
| Sears, Mrs. P. H., Boston. | Tilton, Mrs. W. S., Boston. |
| Sears, Mrs. S. P., Boston. | Tingley, S. H., Providence. |
| Sears, W. T., Boston. | Tolman, Joseph C., Hanover. |
| Sharpe, L., Providence. | Torrey, Miss A. D., Boston. |
| Shaw, Mrs. G. Howland, Boston. | Troup, John E., Providence. |
| Shaw, Henry S., Boston. | Turner, Miss Abby W., Boston. |
| Shaw, Quincy A., Boston. | Turner, Miss Alice M., Boston. |
| Shepard, Mrs. E. A., Providence. | Turner, Miss Ellen J., Boston. |
| Sherwood, W. H., Boston. | Turner, Mrs. M. A., Providence. |
| Shimmin, C. F., Boston. | Underwood, F. H., Boston. |
| Shippen, Rev. R. R., Washington. | Upton, George B., Boston. |
| Sigourney, Mrs. Henry, Boston. | Villard, Mrs. Henry, New York. |
| Slater, H. N., Jr., Providence. | Wales, George W., Boston. |
| Snelling, Samuel G., Boston. | Wales, Miss Mary Anne, Boston. |
| Spaulding, J. P., Boston. | Ward, Rev. Julius H., Boston. |
| Spaulding, M. D., Boston. | Ware, Mrs. Charles E., Boston. |
| Spencer, Henry F., Boston. | Ware, Miss M. L., Boston. |
| Sprague, F. P., Boston. | Warren, J. G., Providence. |
| Sprague, S. S., Providence. | Warren, S. D., Boston. |
| Stanwood, Edward, Brookline. | Warren, Mrs. Wm. W., Boston. |
| Stearns, Charles H., Brookline. | Washburn, Hon. J. D., Worcester. |
| Steere, Henry J., Providence. | Waterston, Mrs. R. C., Boston. |
| Stewart, Mrs. C. B., Boston. | Weeks, A. G., Boston. |
| Stone, Joseph L., Boston. | |

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| Welch, E. R., Boston. | Whitney, H. A., Boston. |
| Weld, Otis E., Boston. | Whitney, H. M., Boston. |
| Weld, R. H., Boston. | Whitney, Mrs., Boston. |
| Weld, Mrs. W. F., Philadelphia. | Whitney, Miss, Boston. |
| Weld, W. G., Boston. | Wigglesworth, Miss Ann, Boston. |
| Wesson, J. L., Boston. | Wigglesworth, Edward, M.D., Boston. |
| Wheeler, Nathaniel, Bridgewater,
Conn. | Wigglesworth, Thomas, Boston. |
| Wheelock, Miss Lucy, Boston. | Wightman, W. B., Providence. |
| Wheelwright, A. C., Boston. | Williams, George W. A., Boston. |
| Wheelwright, John W., Boston. | Winslow, Mrs. George, Roxbury. |
| White, B. C., Boston. | Winsor, J. B., Providence. |
| White, C. J., Cambridge. | Winthrop, Hon. Robert C., Boston. |
| White, Charles T., Boston. | Winthrop, Mrs. Robert C., Boston. |
| White, G. A., Boston. | Winthrop, Mrs. Thomas L., Boston. |
| White, Joseph A., Framingham. | Wolcott, J. H., Boston. |
| Whitford, George W., Providence. | Wolcott, Mrs. J. H., Boston. |
| Whiting, Ebenezer, Boston. | Woods, Henry, Boston. |
| Whitman, Mrs. Sarah W., Boston. | Worthington, Roland, Roxbury |
| Whitney, Edward, Belmont. | Young, Mrs. B. L., Boston. |
| Whitney, E., Boston. | Young, Charles L., Boston |

[REDACTED]

SYNOPSIS OF THE PROCEEDINGS
OF THE
ANNUAL MEETING OF THE CORPORATION.

SOUTH BOSTON, Oct. 12, 1887.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL. D., at 3 p.m.

The proceedings of the last meeting were read by the secretary, and declared approved.

The trustees presented their report for the year ending Sept. 30, 1887, which was read, accepted, and ordered to be printed with that of the director, and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected: —

President — Samuel Eliot, LL. D.

Vice-President — John Cummings.

Treasurer — Edward Jackson.

Secretary — M. Anagnos.

Trustees—Joseph B. Glover, J. Theodore Heard, M. D., Andrew P. Peabody, D. D., Edward N. Perkins, Henry S. Russell, James Sturgis, S. Lothrop Thorndike and George W. Wales.

The following persons were afterwards added to the list of the members of the corporation by a unanimous vote:—Capt. J. B. Thomas, W. Hodgkins, Zenas C. Howland, Herbert E. Hill, B. F. Brown, Mrs. Moses A. Dow, George B. Neal, Miss Mary D. Balfour and W. E. Barrett.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,
Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 2, 1887.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen and ladies:—We have the honor to present to you, and, through you, to the legislature of the commonwealth, the *fifty-sixth* annual report of the institution under our charge as trustees for the financial year ending Sept. 30, 1887.

Fuller details are appended in the report of the director.

1. The quarterly reports of the director, as well as our own personal observations for the year past, present a record of remarkable success, and some points of exceptional interest.

The number of pupils has been steadily increasing, and the health of the household has maintained its high average. One death occurred Jan. 14, 1887,—that of a female pupil, Florence L. Clarke of Peace Dale, R. I., whose blindness had been caused by an attack of cerebro-spinal meningitis four years before, and who, on this second

attack (January 12), was removed to the Massachusetts General Hospital, where after living two days in a state of stupor she died. A severe accident occurred during the quarter ending April 1, one of the little boys, while playing with his school-mates in the yard, having fallen and fractured a hip bone; and there were two cases of contagious disease among the boys,—one of measles and one of scarlatina in light form. Both the sufferers were sent to the City Hospital and made good recovery; and speedy measures were taken to prevent the spread of the diseases, which proved satisfactory. There have been four other cases of measles in a very slight form. With these few exceptions the household has been unusually free from even ordinary ailments.

The total number of blind persons connected with the institution on the first of October was 200, against 180 in October, 1886. A year ago the pupils numbered 146; since then 39 have been admitted, counting the 15 little children who have formed the nucleus of the kindergarten, and 15 have been discharged, making the number of pupils 170; while the number of teachers, workmen and employés is 30. The number of applicants for admission to the school, at the reopening September 21, was larger than ever before, and enough have been received to fill all the dormitories provided at the parent institution in South Boston.

2. THE SCHOOL

was never in a more satisfactory condition. We can endorse with confidence the following words contained in the director's quarterly report to this board at the close of the school year: "While it [the school] has constantly grown in the breadth of its curriculum and in the substantial scholarship of its graduates, there has been no abatement of the special attention paid to the physical and æsthetic culture of its pupils, nor of the sweet and gracious spirit of true morality and noble self-denial, which was fostered by its illustrious founder, and which has pervaded its halls."

The able corps of teachers, both in the girls' and the boys' department, in the great variety of branches have done faithful service. The facility of reading both from the line type and the Braille has been rapidly developed in most of the young beginners, and with constant care to clear, intelligent, agreeable enunciation, accent and modulation of the voice. The progress in arithmetic and algebra, including the working out of not too complicated problems upon their slates with types, has been striking. So, too, in geography, with their quick, sure tact in finding places on their raised and their dissecting maps, and their recollection of the distinctive physical features, products, governments of each, the school has more than kept up its high reputation of past years; while in

studies that involve thought and tax the intellect, as well as cultivate the taste, — like history, mental and moral philosophy, literature and science, — the more advanced among them have shown how much may be and is done to place the blind upon an intellectual level with well-educated seeing people. In music, under the faithful, wise and comprehensive oversight of their excellent and long-tried musical director, Mr. Thomas Reeves, himself blind, seconded by an efficient corps of teachers, the standard of attainment has continually risen both in chorus and in solo singing, in pianoforte and organ playing, in the theory of music, and in the tasteful and effective execution of their band of reed and brass instruments, which has given so much pleasure to many audiences.

The new term opens with two changes of teachers in the literary, and one in the musical department. Mr. J. M. Hulbert's engagement for the last two years as principal instructor in the boys' department terminated with the school year, and Mr. Jesse T. Morey has been appointed to succeed him. Miss Harriet D. Burgess, and Miss D. B. Upson (music) declined reelection and have married. Their places have been filled by Miss Sarah M. Lilley and Miss Bertha E. Reed.

3. COMMENCEMENT EXERCISES.

These were held, now for the sixth time, in Tremont Temple, on Tuesday afternoon, June 7,

the president of the corporation, Samuel Eliot, LL. D., presiding. It was an occasion of profound interest, and great was the eagerness to secure seats in the spacious hall, still far from large enough to hold all who craved admission. It was, as it always is, an audience of the highest character; and there were very few who did not sit through the entire programme, seeing and listening with enthusiastic interest. Inspiring addresses were made at the opening by Rev. M. J. Savage; during the kindergarten exercises of the youngest children by Harvey N. Shepard, Esq., who forcibly presented the great need for and the good to be accomplished by a kindergarten for the many sightless children of a tender age; and by the president, whose wise and feeling words to the graduates of the day, in presenting their diplomas, moistened many eyes. There were ten graduates,—the largest number yet in any one year,—viz., Caroline Eastman Adams, Clarence Wilbor Basford, Asa Everett Benson, George William Brown, Frederick Bates Gould, Christopher Albertus Wickes Howland, Elisha Robinson Kenyon, William Beard Perry, William Sterne Smith, Patrick Francis Washington,—all of whom bear testimonials from their teachers and from the educational sub-committee of this board to their good general education, and their qualification to support themselves by teaching or by some light branch of mechanic industry.

The various exercises of the pupils (which were not exceptional efforts made for mere exhibition, but honest, average specimens of their school work) were fully up to the mark of any previous year. There was but one original composition spoken, namely, the valdictory by W. B. Perry, which made an excellent impression. The exercise in geometry by nine members of the class; the lively answers to all sorts of questions in geography (always a strong point in this school) by two of the boys; the wonderful promptness and accuracy in reading by the touch of two of the youngest girls; and the display of graceful, fairy-like gymnastics by the younger girls and boys, and the military marching and handling of muskets by the older boys,—all seemed to surprise and delight the audience as if witnessed for the first time. The musical contributions to the programme contained some matter of a very high order: for instance, the G minor organ fugue of Bach played for the opening by C. H. Prescott; Händel's Hallelujah chorus, very effectively arranged and played by the full band of the institution; and notably, as a sign of musical progress in a right direction, the choral *How brightly shines the Morning Star!* in the four-part setting of Sebastian Bach, which was sung with good balance and perfect distinctness of parts, with the support of half a dozen reed and brass instruments. (Such a thing is not yet heard

in any of our churches.) Then there was a sweet chorus for female voices, *The Mountain Brook*, by Rheinberger; and another for male voices, Mendelssohn's part-song, *Farewell*. Two instrumental solos, having more of concert brilliancy and difficulty than of intrinsic charm, served at least to show the proficient execution of the young performers. These were: for the pianoforte, a fantastical transcription by Liszt of Wagner's march in *Tannhäuser*, played by C. A. W. Howland; and for the clarinet, an air and variations, played with fine tone and fluency by C. W. Basford.

The kindergarten exercises were by ten little girls and boys whose ages ranged from five to eight and a half years,—the first pupils of the new kindergarten at Roxbury. Their whole appearance (after little more than one month in the school), and the clever, happy way in which, before the audience, they modelled in clay each a group or figure of a story agreed upon beforehand, certainly gave signal proof of the educational virtue that resides in Fröbel's method, as well for sightless as for seeing children. And this brings us to the subject of

4. THE KINDERGARTEN FOR THE BLIND.

The most interesting event of the year has been the completion of the substantial, admirably arranged and beautiful, while very simple build-

ing, which had been so long in process of erection on the grounds purchased for this purpose at Roxbury, now included within the limits of Boston. The dedication, on the 19th of April, was attended by all whom the largest room in the building could contain, and was notable for the presence and the sympathetic interest of a large representation of the best elements in our society. Dr. Samuel Eliot presided and made the opening address, after the singing by the pupils of the choral by Bach already mentioned. Very impressive, characteristic addresses, too, were made by such earnest thinkers and philanthropists as Rev. A. P. Peabody, D. D., Rev. Phillips Brooks, D. D., Rev. Cyrus A. Bartol, D. D., Rev. Brooke Herford, Hon. J. W. Dickinson of the state board of education, and by the Greek consul, Mr. John M. Rodocanachi; and some original verses, full of beauty, were recited by Mrs. Julia Ward Howe. The burthen of all the speeches was the serious, unquestionable claim which such a school, under such auspices, has upon this community,—a claim which rests with especial weight upon those who have the means of giving, those who in so many ways are continually showing that they love to give for the improvement of humanity, as well as many others who can well afford, and for their own good likewise, to indulge in such a pleasure for perhaps the first time. The pressing need of funds to carry on the enterprise, after all the generous

contributions which have bought the land, blasted and removed the rock, and reared the solid edifice, was dwelt upon most cogently by every speaker, above all by President Eliot, who again and again returned to the attack, and made it very clear to every listener, first that a debt of eleven thousand dollars demanded to be paid off at once; and second, that it is an imperative duty not to rest in the good work until the school is guaranteed by a permanent fund of \$100,000, of which the income shall be sufficient for its running expenses. The speeches were interspersed with charming musical selections by the pupils of the parent institution, during which it would seem that the pregnant hints were already taking root in the good soil of not a few sympathizing spirits present, for in a very few days the extinction of that eleven thousand dollar debt, by spontaneous contribution, as it were, was announced; and since then two friends have contributed \$1,000 each, besides one legacy of \$3,000 towards the permanent fund.

After the dedication exercises most of the ladies and gentlemen lingered to walk through the neat and shining school-rooms, corridors, kitchen, pantry, dining-room and dormitories of this first of the intended group of buildings; and all expressed delight with the arrangements, as well as with the charming and obliging welcome of the presiding genius of the place, Miss Greeley, and her chosen assistants. Could they have visited the rooms a

few weeks later they would have been still more delighted by the rapid progress of the ten little pupils with whom the infant school began May 2, and by the many evidences of a genially unfolding, happy life. These children verily have found their home. To visit and to witness that school and that home will furnish the most convincing argument that can be presented in favor of the kindergarten for the blind. The number of pupils in this building will be increased to twenty-five, so soon as the means for their instruction and maintenance shall be secured.

The kindergarten has been incorporated by an act of the legislature as a department of the Perkins Institution.

By a unanimous vote of the board of trustees, a committee of ladies, twelve in number, is to be organized, who, at such times as they may agree upon between themselves, will visit the kindergarten, consult with the matron on its domestic affairs, and extend toward the children such kind notice and advice as they may deem desirable.

5. POST-GRADUATE COURSE.

In our last annual report it was intimated that the uppermost, as well as the lowest round, was wanting to our educational ladder,—a post-graduate, as well as the primary, school. Our intermediate school course of seven years suffices for the average pupil, but there are every year one or

more exceptional pupils, superior in talent in at least some one direction, and showing a capacity for higher attainment in this or that important art or study,—notably in music. It is not doing justice to their nature, to their talent, to leave them here, without the means of going farther. They need, and they deserve, "finishing lessons" (in the conventional phrase) under the auspices, examples, personal influence and inspiration of the foremost masters and professors to be had in each department. During the year the experiment has been tried on a very small scale, cautiously and tentatively, and with encouraging result. Two of the graduates of 1886 have taken pianoforte lessons of Prof. Baermann, who speaks highly of their progress; and several have had instruction in vocal music, solo singing, from that artistic tenor singer, and teacher in our school, Mr. George J. Parker. It is desirable to provide such opportunities in other fields. The plan opens a great enlargement of the whole scope of education for the blind. Only so can they become fully educated men and women. It will widen the circle of their activities, raise the standard of their training and increase their usefulness.

These suggestions all lie in the direction of a call which has for a long time gone up from our own graduates, and from those of other and more distant schools throughout the country, for a collegiate education, which shall include the higher

branches of both literature and music,—a call so urgent and so frequent that it cannot remain many more years unheeded without serious discouragement to the whole future of the blind.

The practical point of departure is the appeal, which we now make, to the friends of the blind for the endowment of a few scholarships. Are there not generous men and women in this community, or within reach of this report, who will find pride and pleasure in bringing some gifted and industrious pupil under the influence of fitting teachers through an advanced course of study?

6. THE FINANCES

are in a good condition. We make grateful acknowledgment of the receipt of a legacy of \$20,000, left by Mr. Richard Perkins, to be known as the "Richard Perkins Fund," the income of which is to be expended for the purposes of the institution, while the principal is to remain intact. Thanks are also due to Mrs. Perkins for authorizing the executors to pay said legacy before the expiration of the time during which she was entitled to the interest. A legacy of \$1,000 has been received from the estate of the late Henry Gassett of Dorchester, and from the executors of the will of Miss Dorothea L. Dix we have also received \$100, to be expended for books for needy pupils.

By a unanimous vote of the board a part of the

funds of the institution has been invested in real estate. Besides the purchase of a lot of land and of four houses adjoining the institution property on the south side of Fourth street, two new houses have been built in that street, near the workshop for adults.

The treasurer's exhibit may be summarized as follows:—

Cash on hand, Oct. 1, 1886	\$36,327 45
Total receipts from all sources during the year,	
(including collections of payable notes) . .	150.009 89
	<hr/>
	\$186,337 34
Total expenditures and investments	<hr/> 183,308 87
Balance	<hr/> \$3,028 47

7. PRINTING FOR THE BLIND.

There has been no relaxation of the vigor with which the work of embossing books for the use of the blind, not only here, but in all parts of the Union, has been carried on for so many years at our press in South Boston. The shelves in our library are rapidly filling with works of great merit. The blind can no longer complain of want of printed matter to read with the tips of their fingers.

Besides the literary publications there were several works of music printed in the Braille system during the past year. Among these was a collection of Bach's chorals, selected and furnished

with English words, as near as possible to the spirit and peculiar rhythm of the old German hymns, by J. S. Dwight. The purpose of the work is thus explained in the introduction:—

Feeling that it would be an essential aid, both to the musical culture and to the social and religious satisfaction of the pupils of our institution, for the musical ones among them to be able to sing together, or to play with their band instruments, some of the fine old German chorals in the perfect setting of Sebastian Bach, I have made this beginning of a selection for the purpose, printed in the raised type read by fingers.

Here are sixteen hymns and chorals, each preceded by the music in four parts, in the Braille type. The number, it is hoped, will be increased from time to time, and they may hereafter find their way also into choirs of seeing people, where something better than the common psalm-tune is certainly much needed. . . .

These chorals, so different in their spirit and expression from our New England psalmody,—the tunes themselves, as well as the equally inspired polyphonic setting which ensures them against ever growing hackneyed,—have hitherto been unavailable for our American choirs, partly through the intrinsic difficulty of the music (which, however, a little training and familiarity will be pretty sure to overcome), and partly through the peculiar metres of the Lutheran hymns, of which but few are found in our hymn books. The chief work, therefore, of the editor has been to prepare English hymns, both rhythmically and otherwise suitable for singing, each with its own native tune or choral, so to speak. These are partly translated (sometimes very freely) from the German hymns,—only a few stanzas from the very long ones,—partly freely imitated, and in many cases wholly original in diction, though the sentiments, the images, etc., are of necessity

quite common property. Especial care has been taken to exclude all puzzling, irritating stumbling-blocks of narrowing and heart-hardening dogma, with which the old hymns of the Reformation, as well as of the older church, are full, accepted with a child-like reliance upon mere authority in Luther's day, so that the hymns sung to such pure music — music unsectarian, undogmatic in its very origin and essence — may breathe those sweet, deep, heavenward aspirations, prayers and thanks in which *all* reverent and loving spirits can unite.

Apart from social and religious uses, it is hoped, too, that the frequent practice, both with voices and with instruments, of these wonderful specimens of four-part harmony, in which Bach makes the several voices move on each with an individual and independent melody, and yet all interwoven into perfect unity, will help to lay a solid foundation for the true development of what musical gifts and susceptibilities may exist among the pupils of the school, to whose good this little effort is humbly dedicated by their friend,

J. S. D.

BOSTON, March 1, 1887.

We have now in press the *Book of Common Prayer*, printed at the expense of Mrs. Sarah E. Lawrence in memory of her husband, a benefactor of the institution, the late Amos A. Lawrence. In addition to the cost of printing the *Book of Common Prayer* and a volume of poetry or fiction, in all amounting to \$1,000, Mrs. Lawrence has given another thousand dollars, to be invested, and its annual income to be used from time to time for keeping in store a sufficient supply of copies of the *Book of Common Prayer*, or for printing a new edition of the same whenever it may be needed.

8. WORKSHOP FOR ADULTS.

The business of this department has been carried on with the usual degree of success. The financial status has been somewhat improved, but it is still far from being entirely satisfactory.

An increase of the amount of work is imperatively needed, so that we may be able to employ a number of blind persons who are very desirous of earning their living through their own exertions and becoming self-supporting. We appeal to the public to patronize our workshop, with the assurance that all our customers will be promptly, honestly and faithfully served.

9. DEATH OF MEMBERS OF THE CORPORATION.

The corporation has lost by death during the last year an unusual number of members.

One of the board of trustees, Samuel M. Quincy, by his removal leaves a vacancy to be filled today. He brought to his work for this institution the same single-hearted purpose of faithful service which had marked his career as a patriot and a citizen. His colleagues could but echo the verdict of a bereaved community in expressing to his family and near kindred their high appreciation of his ability and worth, and their sorrow for the close of a life so precious to so many.

We have lost also two of our principal benefactors, Zenas M. Crane and Henry B. Rogers,

both of whom had made large contributions to the kindergarten fund as well as to the parent institution.

Mr. Crane first became known to the board by his munificent gifts; but we have seen reason to believe that they were typical of his life and character. He was one of those who value the gains of honest enterprise and persevering industry chiefly as a treasury for beneficent uses, and who prize wealth as a means of diffusing happiness and well-being.

Henry B. Rogers in a late old age closed a life-long, unintermittent and largely diversified ministry of beneficence and philanthropy. With all his other gifts he gave himself, to his country in assiduous offices of humanity to sick and wounded soldiers, to various seminaries of learning in wise counsel and watchful care, to charitable institutions in vigilant supervision and in sympathy with their managers and their beneficiaries. Endowed with the five talents, which he made ten, he knew equally how to expend them in large benefactions, and to coin them into mites and farthings of daily and constant kindness.

The following resolutions commemorative of these gentlemen were passed by the trustees:—

Resolved, that we, the trustees of the Perkins Institution and Massachusetts School for the Blind, heard with heartfelt sorrow of the death of two distinguished friends and constant benefactors of the establishment, Mr. Zenas Marshall Crane

of Dalton, and Mr. Henry Bromfield Rogers of Boston. Animated by a spirit of broad philanthropy and prompted by a noble desire to come to the assistance of afflicted humanity and mitigate its sufferings, they both took deep interest in the enterprise of educating the blind and contributed most liberally to its success. While Mr. Rogers' first unsolicited subscription was the corner-stone of that grand column of intellectual and moral light to the blind of New England,—the printing fund,—that of Mr. Crane was its capital. Their benefactions covered a wide field, and their memory will ever live in the hearts of all sightless persons and their helpers.

Resolved, that we cordially recognize the faithful services of these men to the cause of benevolence, and place on record our just appreciation of their noble deeds and personal worth.

Resolved, that the hearty sympathy of the board be tendered to the respective families of the deceased.

We have also to report the death of the following members of the corporation,—Sarah Aldrich, Theophilus P. Chandler, Sarah S. Fay, a most benevolent lady and constant contributor to the funds of the institution, Richard C. Greenleaf, well-known for the liberal and generous use of his wealth, as well as for the graces and virtues that leave a fragrant memory, William Perkins, universally revered and beloved, Alpheus Hardy, who has been intimately associated with more enterprises of philanthropy than we can easily number, and who has left a name honored for the highest type of Christian excellence no less than for active usefulness, Charles E. Ware, whose wisdom and worth would have been recognized in a much wider circle but for the modesty which he in-

herited with them, and Marshall P. Wilder, who entered with a philanthropic spirit into the various associations in which for many years he bore a leading part.

Since our report was written we have lost another member of the corporation, Thomas B. Wales, for seventeen years (from 1846 to 1862) treasurer of this institution,— a man of pure life and a kind heart, a lover of all that was good in the past, yet glad to render his sympathy and aid to enterprises like our own which give assurance of future and enduring usefulness.

All which is respectfully submitted by

FREDERICK L. AMES,
FRANCIS BROOKS,
JOHN S. DWIGHT,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
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THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

THE REPORT OF THE DIRECTORS.

"The spacious panorama of a year
But multiplies the image of a day, —
A belt of mirrors round a taper's flame
And universal nature, through the vast
And crowded whole, an infinite paroquet
Repeats one note."

THE BOARD OF TRUSTEES.

Gentlemen: — Time has closed the gates of another period in the history of the institution while standing at the entrance of a new. It is fitting that we should take a retrospective view, examining carefully the record of the past, summing up our achievements and our failures. It is also fitting that we should now form plans, purposes and resolutions for the future.

Nothing which requires special mention or report has occurred in the operations of

of physical and moral culture, of music and of manual training, has been conducted with uniform harmony and with satisfactory results.

The character of the work performed in the institution has been varied, helpful, discriminating,—as blissful in its effects as rain falling upon the parched earth. Its chief object has been to give to the scholars that which would enable them to participate in the activities of the world and take care of themselves, thereby raising them from a state of dependence upon others to a condition of manly and womanly self-respect and self-reliance.

The establishment has steadily and successfully pursued the ends for which the benevolence of its founders and the generosity of its patrons called it into existence.

The aim of the course of instruction and training pursued in the various departments of the school has been not only to develop and discipline the powers of both body and mind, to cultivate the taste and refine the sentiments, but also to strengthen all moral and spiritual tendencies, and give robustness to character and backbone to purpose.

The teachers have been generally devoted to their vocation and faithful in the discharge of their respective duties.

The pupils have made commendable improvement in their studies and other pursuits.

The graduates are all doing well, and no one has brought reproach on himself or on the *alma mater* that commissioned and sent him forth.

Far be it from us to claim perfection in what has been done at the school, but any fair-minded person who examines the matter will find much to commend in all departments and rare excellence in some of them.

NUMBER OF MEMBERS OF THE INSTITUTION.

"This forwardness

Makes our hopes fair. Command our present numbers
Be mustered; bid the captains look to 't."

SHAKESPEARE.

At the beginning of the past year the total number of blind persons connected with the institution in its various departments as pupils, teachers, employés and work men and women was 180. Since then 39 have been admitted and 19 have been discharged, making the present total number 200.

Of these, 167 are in the school proper, 15 in the kindergarten at Roxbury, and 18 in the workshop for adults.

The first class includes 155 boys and girls enrolled as pupils, 10 teachers and other officers, and two domestics. Of the pupils there are now 146 in attendance, 9 being temporarily absent on account of ill-health or from other causes.

The second class comprises 15 little boys and girls under ten years of age, and the third, 18 men and women employed in the industrial department for adults.

HEALTH OF THE HOUSEHOLD.

"Nor love, nor honor, wealth nor power,
Can give the heart a cheerful hour,
When health is lost. Be timely wise;
With health all taste of pleasure flies."

GAY.

During the past twelve months the hygienic condition of the institution has been very good, fully equalling that of any former year.

In the main building there have been five cases of measles and one of scarlatina. They were all of a very light form, and none attended with serious results. There has been a severe accident, one of the little boys having fallen and broken a hip bone while playing on the grounds.

In the cottages for girls no instances of illness of a contagious or painful nature have occurred. Nevertheless we have been called upon to mourn the sudden death of a very amiable and much-prized pupil, that of Florence L. Clarke of Peace Dale, R. I., who died on the 14th of January last in the Massachusetts General Hospital. She was smitten down at a single stroke by the heavy arm of the same terrific disease — cerebro-spinal meningitis — which attacked her for the first time

about four years ago, and caused her blindness.
She sank—

“ In the deep stillness of that dreamless state
Of sleep, that knows no waking joys again.”

She was a beneficiary of Rhode Island, and, although not very long a member of our school, had given promise of attaining to success in the future.

SCHEME OF THE EDUCATION OF THE BLIND.

“ As the morning steals upon the night,
Melting the darkness, so their rising senses
Begin to chase the ignorant fumes that mantle
Their clearer reason.”

SHAKESPEARE.

The occlusion of the visual sense is not a mere bodily deprivation—it is more than that. It affects the whole being. While on the one hand it undermines the soundness and vitality of the physical organization, it acts on the other as a distributing force in the order of the development of the various intellectual and moral faculties which go to form character.

In order to remedy or to lessen the effects of this affliction as far as possible, and to ameliorate the condition of its victims up to what, in their case, may be considered as a normal standard, a complete scheme of education—constituting a sort of physical, intellectual and moral gymnasium, preparatory to the great struggle in the

arena of life—is indispensable. The principal objects of such a system may be summarized as follows:—

First. To develop and strengthen the bodily powers of the pupils by regular and constant exercise adapted to the requirements of their case, and to render them healthy and vigorous.

Secondly. To cultivate and discipline their minds, and to put them in full possession of all their faculties as tools for doing life's work.

Thirdly. To ennable their hearts and harmonize the contending impulses of their nature.

Fourthly. To refine the taste and regulate the imagination, so as to render both subservient to purity of purpose and energy of action.

Fifthly. To train them up in industrial habits, to increase their manual dexterity and the keenness of their remaining senses, and to nurture all their capacities and aptitudes.

These objects constitute the sum and substance of our system of education, and a review of the work performed in the various departments of the institution during the past year will show that due attention has been bestowed upon each and all of them, and that satisfactory results have been obtained.

DEPARTMENT OF PHYSICAL CULTURE.

“Φυήν γε μὲν οὐ κακός ιστιν,
 Μηρούς τε κνήμας τε καὶ ἀμφω χεῖρας ὑπερθεν,
 Αὐχένα τε στιβαρόν, μέγα τε θέρος· οὐδέ τι ἡβης
 Δεύεται, ἀλλὰ κακοῖσι συνέρρηκται πολέεσσιν.”

HOMER.

Physical culture is of inestimable value to mankind. It is the promoter of health and the producer of strength. It is the builder of the pedestal on which alone the shaft of the column of education can stand firm and its capital ascend to the sky. Passow characterizes it as an inappreciable gift made to humanity. According to Baillot it is the means through which we can obtain a soul of fire in a frame of iron. Broussais calls it the art which purposes not only to train the body but to influence the mind by acting on the physique; while Amoros, its first propagator in France, defines it as the rational science of all our movements and of their relations to our senses, our intelligence, our sentiments, our manners and the development of our faculties.

That physical culture should constitute a most important phase in a complete system of education and form its groundwork a few words will suffice to show.

Nature has imprescriptible rights which she never allows to be violated with impunity.

Body and spirit are indivisible, — both are essential parts of man. The former was given to

the latter as a necessary instrument without which it cannot act. They are two halves of the same being, and their harmonious development is conducive to human perfection. For the term of their earthly pilgrimage they are more inseparable and more interdependent than the horse and its rider. A person could no more attain mental supremacy at the expense of his physique than a centaur could have promoted his higher interests by neglecting the equine part of his constitution. "I have sinned against my brother, the ass," said St. Francis when the abuse of his material frame had brought on a mortal disease.

It is impossible for the intellectual faculties to attain to their full power unless they draw from a well formed and sound body the vitality and vigor requisite for their manifestations. Hence we must improve, strengthen, enrich and harmonize the powers of the physical organism before we can reasonably expect to see aptitude, energy, talent and learning grow on the tree of life.

A *sine qua non* condition of the welfare and efficiency of a human being is that a strict equilibrium shall be maintained in the development of the two sides of his nature. Plato declares that alone to be "a good education which gives to the body and the soul all the perfection and beauty of which they are susceptible." Kant expresses the same idea slightly modified; and Montaigne tells us that we are concerned with the whole nature of

man collectively, and not with either of its constituent parts separately,—

“Ce n'est pas une âme, ce n'est pas un corps qu'on dress,—
c'est un homme.”

Of all the nations of antiquity the Greeks were the first to conceive the idea of perfect unity in dualism and to reason it out to its fullest extent. They recognized the truth, that physical soundness is the basis of mental and moral excellence. They saw in a person's gait a key to his character, and strove to realize “that beautiful symmetry of shape which for us exists only in the ideal, or in the forms of divinity, which they sculptured from figures of such perfect proportions.” Early in the history of their civilization we find that they bestowed great care upon the culture of the physical organism, for they knew that if the soil were not well tilled, ploughed and regenerated by fertilizers it could not produce the golden ear and the luxuriant sheaf.

Both Homer and Pindar manifested great enthusiasm in singing the praises of bodily strength and skill. The sons of king Alkinoüs and the valiant youths of Phœacia were most anxious to show to Odysseus how they could excel in public games. The laws of Lycurgus provided free training-schools for the thorough physical education of both sexes. The ablest statesmen of Athens and Thebes, of Corinth and of almost every Greek

city, emulated the example of the Spartan legislator by founding palæstræ, gymnasia and race-courses, and in devising measures for popularizing them. Plato declared that "there is no symmetry greater than that of the body to the soul," and his academia and Aristotle's lyceum were both gymnastic institutions. Four different localities were consecrated to the "Panhellenic games," at which the athletes of all the Hellenic tribes met for trials of strength at intervals varying from six months to four years. The disgrace of being defeated in the presence of an assembled nation was as bitter as the honor of being crowned was great.

"The racer in th' Olympic game
Before his friends was put to shame,
If, in the contest, it were seen
He'd fail to win the crown of green,
From pine leaves or from laurel wove,
For which the Grecian athlete strove."

Besides the drill-grounds and the public gymnasia,—of which every town had one or two, and where the complete apparatus for all possible sports was often combined with free baths and lecture halls,—the larger cities had associations for the promotion of special favorite exercises. Wrestling, javelin-throwing, running, leaping, pitching the quoit, riding, driving, climbing ropes, shooting the arrow, were all practised by amateur clubs, each one devoted to its special form of games. The dominant passion with the Greeks was a love

of beauty and harmony to which they joined a joyous sense of well-being. Animated and stimulated by these feelings they reached the goal of an ideal, which is, as Moûy says in the preface of his *Lettres Atheniennes*, the "culminating point attained by humanity. It is the primary and necessary conception; it is the light which should enlighten every man coming into this world." Lecky observes, that "harmonious sustained manhood without disproportion, or anomaly, or eccentricity—that godlike type in which the same divine energy seems to thrill with equal force through every faculty of mind and body, the majesty of a single power never deranging the balance or impairing the symmetry of the whole—was probably more keenly appreciated and more frequently exhibited in ancient Hellas than elsewhere."

It was under the inspiring sky of that country, and in the midst of living models formed by the games of the palaestra and the exercises of the gymnasium and the stadium, that the art of sculpture, full of the divine thought, begot the Apollo of Belvedere.

The Greek idea, that body and mind work together and that it cannot be well with the one if it be ill with the other, might seem an axiom whose self-evidence could be questioned only in a fit of insane infatuation. Yet for ages the truth was lost sight of, and indeed was supplanted by the antagonistic error, namely, that if we would

cultivate and develop the soul we must oppress and dishonor the tabernacle in which it dwells. To consider the dilapidation of the casket as indispensable to the increase of the brilliancy of the gem is an unnatural paradox, to say the least.

As a consequence of this strange logic the body was disparaged, vilified, cursed, macerated and mutilated by a set of theologians, scholastic and mystical, who had wedded a religion divorced from science. These monomaniacs held doctrines, which, cast in the mould of profound ignorance and fanatical idolatry, were appalling in many respects, leading to an age of mournful darkness. Their disciples were dogmatically assured that all earthly concerns were vain, that "bodily exercise profited but little," and that their natural instincts and affections must be mortified in order to qualify their souls for the new Jerusalem. The joys of nature were to be shunned as man-traps of the arch-fiend. The health code of the Mosaic dispensation—whereby the Hebrew people were no less invigorated both physically and morally than they were refreshed by the sparkling water that sprang from the rock—was repealed as unessential and indeed superfluous in a community of miracle-mongers. The Olympic games were suppressed by an imperial decree. Manly exercises, the festivals of the seasons, mirthful pastimes and health-giving sports were discouraged as unworthy of a holy person. Celibacy, voluntary poverty and

willing subjection were the three subjects which Giotto chose for his paintings over the high altar of Assisi as being the three distinctive characteristics of a saint. The sons of the thaumaturgic church were taught that our desires and dispositions are wholly evil, and that the study of worldly sciences is vain and foolish, and solicitude for the welfare of the material frame a proof of an unregenerated heart.

When such views as these were held by all classes of society we cannot wonder that, as Lecky says, "a hideous, sordid and emaciated maniac, without knowledge, without patriotism, without natural affection, passing his life in a long routine of useless and atrocious self-torture, and quailing before the ghastly phantoms of his delirious brain, became the ideal of the nations which had known the writings of Plato and Cicero and the lives of Socrates and Cato."

The crusade against the body, which consisted in wreaking all sorts of cruelties and degradations on the wondrous physical constitution to the end of freeing the spirit from the pressure of its material fetters, reached later on a painful degree of madness, of which the case of archbishop Becket gives a most disgusting illustration.

When the corpse of this prelate was stripped, the whole body down to the knees was found to be incased in haircloth. This cover was so fastened together as to admit of being readily taken off for his daily scourgings, of which the portion

inflicted on the day previous to his death was still apparent in the stripes on his skin. These marvellous proofs of austerity were increased by the sight of the innumerable vermin with which the haircloth abounded—boiling over with them, as Dean Stanley describes it, like water in a simmering caldron.

Even so large a mind as that of Shakespeare was tainted with the morbid feeling prevalent in his time, and he makes some of his characters speak of the body as a vile prison and a grave. He says,—

“ Look how the floor of heaven
Is thick inlaid with patines of bright gold ;
There 's not the smallest orb which thou beholdest
But in his motion like an angel sings,
Still quiring to the young-eyed cherubims :
Such harmony is in immortal souls ;
But whilst this muddy vesture of decay
Doth grossly close us in, we cannot hear it.”

It is passing strange that the compilers of the English liturgy, influenced by dualistic and monastic notions, included in their work no eulogium of the body, no prayer for its health, no thanksgiving for its functional regularity. On the other hand, the Jews seem to have escaped this pernicious epidemic of denunciation of the material frame, for in their daily acknowledgments they bless the Lord “ who hath formed man in wisdom, and created in him pipes, tubes, veins and arteries.”

The atrocious war, which was persistently waged for so many centuries against the human body and its proper treatment, was most disastrous in its physical, intellectual and moral results. It destroyed the roots of ancient beauty and symmetry, and produced a series of corporeal deformities, distortions, disfigurements, weaknesses and imperfections in both shape and development, which, transmitted from generation to generation, are still conspicuous in the great masses of people. It unmanned the Aryan nations and doomed them to a hopeless degeneracy and retrogression, crushed the expansion of their faculties, arrested the flow and impulse of their nature, brought about a sickly effeminacy and mental lethargy, obscured the light of science at the noon tide hour of its existence by a total eclipse of common sense and reason, paralyzed all industrial progress, and, by cutting the nerves and sinews of husbandry, changed so many Elysian fields into dreary deserts.

“A heavier gloom
Ne'er covered earth. In low'ring clouds the stars
Were muffled deep, and not one ray below.”

Happily in the midst of this lurid darkness the all-cheering sun of rationalism, rising on the wings of the resuscitation of the classic writings and of the Moorish influence, began to draw the shady curtain from Aurora's bed, and at the approach of the harbinger of day the clouds of

superstition were checkered with streaks of light and the "ghosts that were wandering here and there trooped home to the churchyards." A reaction in favor of the Greek point of view with regard to the relations of body and mind set in, and the "grey-eyed morning" of a new era smiled on the frowning night. The chiefs of the Reformation, Luther, Melanchthon and Zwingli, urged the revival of gymnastics as a part of the education of all classes of youth. Voltaire planted his destructive artillery of sarcasm and invective against the towers of mediæval demonism and miracle-worship, hideous persecution and ghastly asceticism, and battered them fearfully. Rousseau, the great apostle of freedom, hurled the thunders of his fiery eloquence against the strongholds of mental despotism and traditional authority with terrible effect, and on their ruins he laid the corner-stone of a new educational empire. The throne of the ruling power of this realm was physical culture, while development according to the laws of nature was its shield, spontaneous activity its sceptre, and reason its crown. Rousseau's *Emile* was the great event of the last century prior to the French revolution. Its boldness of thought and language startled the whole world. While reading it, Kant, the sage of Koenisberg, was so fascinated that, for the first time, he forgot the walk which he had been in the habit of taking at a certain hour every day of his

life. This wonderful work, blending as it did all that is so real and practical and homely in Locke's writings — wherefrom the best of its precepts were borrowed — with all the power and richness and beauty of the ideal, shook the school-houses to their foundations, and fanned the sparks of reform into a blaze which sent its light and warmth beyond the boundaries of France,—to Germany, Switzerland, Denmark, even to distant Sweden. Basedow and Camps, Salzmann and Guts Muths, Pestalozzi and Fellenberg, Clias and Amoros, Lind and Nachtigall, all were influenced by the ideas of the master spirit of the age, and sought to give form and wise direction to his speculations. They accorded due prominence to bodily exercise and became its earnest advocates. Through their labors gymnastics ceased to be the stock in trade of clowns and acrobats and assumed their wonted dignity and importance. The increase of the number of their friends and promoters was as rapid as the growth of popular faith in their beneficence was astonishing. Converts constantly joined the ranks of their partisans, and thanks to an ardent propaganda they reconquered the place which they had occupied in antiquity.

The first suggestions in regard to making physical culture an important branch of public education we owe to the Germans; but perhaps the most accurate views of its objects and util-

ity are to be found in Pestalozzi. In his work *How Gertrude teaches her Children*, he traces the necessity of its introduction, the foundation upon which it should rest, and the manner in which it should be applied.

These principles very soon developed themselves in Germany, and Prof. Jahn of Berlin and his pupils, during the war of independence, gave them a sudden and important celebrity. To the enthusiasm and skill of these young men, who formed the vanguard of Blücher's army, much of the fervent spirit of national resistance to the domination of the French is undoubtedly to be ascribed. The favor with which gymnastics were then regarded was universal. Kings and people vied with each other in extolling their worth and importance. But in the troublous times that followed the triumphs of the battle-field they fell into disrepute, at least with the governments of Germany. Not only were the promises recalled which had been proclaimed in an hour of need, but the gymnasia throughout that country, with the exception of those of Würtemberg, were closed in 1819. Jahn and his disciples, the turners, were denounced as liberals and enemies to the state. The former was thrown into prison and kept there until 1825.

Gymnastics, expatriated from Germany in some degree, were well received in France, and there formed an integral part of education. An attempt

made by Prof. Völker, a pupil of Jahn, to transplant them into England was not crowned with equal success. In the meantime all official opposition to them ceased in Germany, and they were finally introduced into the public schools from the lowest to the highest grades in 1842, when turners' societies, into whose organization the quickening genius of Jahn breathed the spirit of life and growth, were flourishing all over the country. Soon after this physical culture won its way to recognition on both hemispheres as an indispensable part of sound education and as a preserver of health and restorer of strength, and it has spread very rapidly. During the past twenty-five years due homage has been paid to it in Europe and America, and the magnificent temples and humble tabernacles, which are expressly built in various institutions of learning and in other places for its worship, multiply year by year.

The restoration of gymnastics is one of the most auspicious signs of the times, and the rich results already obtained by their practice are full of meaning and promise for the future. They indicate that the revival of the Greek idea,—that body and mind are two well-fitting halves of a perfect whole and that each of them has its distinct and urgent claims to nurture and development,—aided by the exact methods of modern science and guided not by the lamp of observation alone but also by the light of physiological knowledge, will

eradicate the seeds and blot out the remaining marks of mediæval barbarism, and equip the members of the human family for the exigencies of the campaign of life and the demands of civilization.

I have given the history of gymnastics at considerably greater length than would ordinarily be admissible in the limits of an annual report for the sole purpose of placing before the blind a striking illustration both of the inestimable benefits derived from physical culture and of the untold woes and miseries resulting from its neglect, and also for the sake of showing to them its supreme value and importance in their own case.

There is no other class of children and youth who are in such great need of bodily exercise as they are. For reasons relating partly to the cause which destroyed their visual sense, but mainly to the limitations and restrictions resulting from its loss, they are weak in organization, inferior in physique, wanting in vital force, and liable to the incursions of disease. In other words,—

“ Their body 's of so frail a kind,
As force without, fevers within can kill.”

Pale faces, narrow chests, “ shoulders folded round to the front,” heads stooping forward from the base of the column of the neck, spinal curvatures and spindling legs abound in them. No roses bloom upon their cheeks, nor can vermillion be seen on their lips; but haggard sadness, “ lean-

looking, sallow care," and pining sluggishness,—a "rueful train,"—dwell on their brows. At the very best, theirs is a listless company. True, a few boisterous youths among them leave nothing to be desired in point of noise; but the rush and exuberance of spirits natural to seeing persons are noticeable chiefly by their absence in the sightless. The following lines of Churchill seem as if they were written with special reference to their case.

"Awkward, embarrass'd, stiff, without the skill
Of moving gracefully, or standing still,
One leg, as if suspicious of his brother,
Desirous seems to run away from t'other."

These imperfections, flaws, weaknesses and bad habits of the material organism are not mere negative disadvantages, marring the external appearance solely, but positive hindrances to intellectual, moral and æsthetic culture. Hence we must remove or rectify them as far as possible, and render our pupils first and above all "fine animals," healthy and vigorous,—strong of limb, straight of carriage and ruddy of hue,—before we can reasonably expect to make them thorough scholars, accomplished musicians, successful tuners of pianofortes, skilful mechanics, nay, before we can make them men and women fitted for life and able to perform its ordinary duties. Only where there is a good and well-husbanded soil is it possible for the fragrant flowers and the luscious fruits to grow.

In view of these facts, and in compliance with the principles which lie at the foundation of our scheme of education, the care and attention bestowed on the department of physical training in our school have been, during the past year, as steady and as unremitting as ever. No efforts have been spared in carrying out and improving — a series of intelligent, progressive, and, to some extent, scientific gymnastics.

These exercises, supplemented by play and games in the open air, are calculated to modify the growth and distribute the resources of the body so that each particular part shall have its legitimate share, to nip in the bud all germs of disease, to increase the action of the circulatory organs — thereby promoting the elimination of effete matter and quickening all vital processes till languor and inertia disappear like rust from a busy plowshare, — to develop robust constitutions and fortify those that are feeble, and above all to secure that supreme earthly gift, health. This alone can enable the blind to pursue their callings and do their work with the greatest amount of comfort to themselves and usefulness to others, and without it everything else in this world is chimerical and deceptive.

It is with a sense of profound gratitude that I make the statement, that, by a strict adherence to the potent instrumentality of regular bodily exercise, our scholars have made enormous gains in strength, general appearance, morals and manners;

and, although their physique has not been so completely reformed and finely shaped as to justify us in applying to them Homer's lines that serve as the text of this sketch, and saying,—

“ What nervous arms they boast, how firm their tread,
Their limbs how turned, how broad their shoulders spread;”

yet we can affirm, that not only their material frames have been freed from many ills and blemishes and nurtured to healthier and fuller growth, but that favorable conditions for the attainment of intellectual and moral development have been made possible.

Thus the fire of physical culture, lighted in our gymnasium, has kindled a large amount of common sense and well-being throughout the school, and has produced most satisfactory results.

For these, as well as for the belief in the beneficence of gymnastic exercises which has taken root in this institution, the blind of New England and their helpers are as much indebted to the faithful devotion, calm enthusiasm and assiduous labors of both Col. John H. Wright and Miss Della Bennett, as were the Germans to the patriotic sentiments and organizing genius of Jahn, who united them in one nation and enabled them to endure unflinchingly the hardships of the war and drive the enemy out of their fatherland.

LITERARY DEPARTMENT.

“Doctrina sed viu promoted insitam,
Rectique cultus pectora roborant :
Utcunque defecere mores,
Indecorant bene nata culpae.”

So wrote Horace a little more than nineteen centuries ago, and his words have stood the test of years and human experience, and are as weighty at the present time as they were during the empire of Augustus. They embody the sum and substance of education, are full of meaning and wisdom, and have been beautifully interpreted in the following lines:—

“ Yet sage instructions to refine the soul,
And raise the genius, wondrous aid impart,
Conveying inward, as they purely roll,
Strength to the mind and vigor to the heart :
When morals fail, the stains of vice disgrace
The fairest honors of the noblest race.”

Development and discipline of the mind, combined with culture of the heart, have been the aim and end of the course of instruction and training pursued in our school.

In reviewing the work of this department, it gives me sincere pleasure to note the progress that has been made during the past year, and to report the usual degree of success.

The advancement of the pupils in their respective studies has been rapid and satisfactory.

The teachers have been faithful in the discharge of their duties and eager to adopt or devise the best means and most approved methods for imparting instruction. A reasonable degree of freedom has been accorded to them in all their plans and arrangements; and while they have been required to adhere closely to the fundamental principles upon which our scheme of education is based, and to travel in the same general direction and by lines nearly parallel, they have been permitted to use their own judgment in all details. Those among them who are gifted with inventive talent of any kind, have been allowed to exercise it without any restraint whatever.

During the past year, as in the previous ones, we have striven to raise the tone of thought and study in our school and to inspire the pupils with an enthusiastic desire for a wider culture, a choicer selection of books and a more serious purpose in reading. In all this intellectual work we have been laying the foundations for clearer thinking, for broader mental development and for genuine character building.

At the close of the last school term the engagement of Mr. Jay M. Hulbert, principal teacher in the boys' department, was not renewed. Mr. Hulbert had served the institution for two consecutive years conscientiously and to the best of his ability. Mr. Jesse T. Morey of Ballston, N. Y., was appointed to fill the vacancy. He is a young man of

good parts and devoted to his chosen profession. Moreover he is familiar with all the special features of our work, having filled a similar position in a sister institution in his native state.

We have also lost the services of one of the ablest and most efficient teachers in the girls' department, Miss Harriet D. Burgess, who declined a reelection last July for the purpose of entering upon the duties of a home of her own. She has since been married, and we have no doubt that the young schoolmaster who was fortunate enough to become her husband, cheered as he will be in his work by the companionship of such a charming consort, and one so full of sunshine and the tenderness of wisely love, will find life worth living and teaching not a drudgery but a pleasant occupation. Miss Sarah M. Lilley of Norwood, a graduate of the state normal school at Bridgewater, and a young lady of modest demeanor and earnest purpose, has been appointed to the place of Miss Burgess.

MUSIC DEPARTMENT.

" Music ! Oh, how faint, how weak,
Language fades before thy spell !
Why should feeling ever speak,
When thou canst breathe her soul so well ? "

MOORE.

Music has continued to hold its position as one of the strongest features in the scheme of education of this institution, and the work of the department

devoted to its cultivation has been characterized by steady progress.

The number of pupils who received musical instruction during the past year was one hundred and three. Of these, eighty-eight studied the pianoforte; thirteen, the cabinet and pipe organs; five, the violin; eight, the clarinet; one, the flute; twenty-three, brass instruments; nine, the history of music; thirty-seven (divided into five separate classes) studied harmony; two, counterpoint; eighty-three practised singing in classes, of which we have five, and twenty received private lessons in vocal training.

Of the eighty-eight pupils who began to take pianoforte lessons, twelve discontinued them — after a fair trial and careful examination, — for want of the necessary talent. Of the remaining seventy-six, a few will learn to play the piano either as an accomplishment merely or for their own amusement, and more will become familiar with the use of the key-board and the accord of sounds for the sole purpose of obtaining such elementary knowledge in this direction as is requisite for the acquirement of the art of tuning. But by far the larger part of these students will qualify themselves as teachers, while a few among them give promise of attaining excellence as performers, and may rise to the level of artists in their profession, if they can have the benefit of a course of higher instruction.

Each pupil has been examined separately in his study of the pianoforte once in two weeks. At the end of each month he has been required to play one selection in the presence of the other scholars and the teachers. This exercise—which has been in practice for several years—is found to be very useful; for it accustoms the performer to play before an audience, and at the same time shows his relative standing better than it could be presented by any system of marking.

The members of our brass band have been frequently engaged to give concerts or to play at fairs and various other entertainments in Boston and elsewhere. This has afforded them their best opportunity for testing their powers before the public.

During the last three months of the school year a quartette of brass instruments and a cornet soloist were hired to assist in the Sunday evening service of the Phillips church at South Boston. This experience was both pleasant and profitable for the performers.

Our teachers have been insisting more and more strongly, that the scholars, by constant practice and repetition at frequent intervals, should keep vividly in mind and be able to play faultlessly and with proper expression all the music which they learn while under instruction; and which, consisting as it does of a series of graded exercises, études and masterpieces of the best composers,

is of great service to them in their profession after they graduate and leave the school.

Our collection of musical instruments of various kinds has been kept in very good condition and replenished from time to time, and our supply of embossed music on the Braille system has been greatly increased both by a large importation from abroad and by the productions of the *Howe Memorial Press*. Sixteen chorals by John Sebastian Bach, printed in score, forty-five hymn tunes, and selections from Arban's instruction book for the cornet are among the latter.

In addition to the regular lessons in the various branches of vocal and instrumental music and the ample means for thorough instruction and regular practice afforded at the institution, external opportunities for the cultivation and refinement of the taste of the pupils and the development of their artistic sense have been eagerly sought and greatly enjoyed. Thanks to the ceaseless kindness and boundless generosity of the most eminent musicians of the city and to the leading musical societies and the proprietors of theatres — whose names will be given in full hereafter — our scholars have been invited to attend the finest rehearsals, concerts, operas, oratorios, recitals, and the like. And for such favors as these they are especially beholden to Mr. Henry Lee Higginson, to whom the Bostonians are no less indebted for his munificent patronage of the queen of the fine arts than were

the Romans to Mæcenas, or the Florentines to Lorenzo de Medici.

Our pupils have also listened with delight to many excellent performances given in our own hall by friendly artists.

There has been but one change in the corps of teachers of this department. Miss Della B. Upson resigned her position at the end of the last school session, and has since been united in wedlock with one of her fellow workers in the same field, Mr. Elmer Samuel Hosmer, who retains his post on the staff of instructors. They occupy an apartment in one of our new brick houses on Fourth street, and thus by losing an efficient assistant we have gained a reliable tenant. Miss Bertha E. Reed of Malden has been chosen to occupy the place made vacant by Miss Upson's retirement.

TUNING DEPARTMENT.

"*Julia.* He plays false, father.

Host. How? Out of tune on the strings?"

SHAKESPEARE.

The art of tuning and repairing pianofortes has proved to be one of the most important branches of our system of training the blind to useful occupations and of equipping them for the practical affairs of life, and the special attention which has long been paid to it in this institution has suffered no relaxation during the past year.

Thirteen pupils have been under instruction in

this department. Of these three graduated at the close of the last school term.

The course of instruction in tuning has been thorough and systematic, and our facilities for the study of the art and for practical work have been more extensive than ever before.

By a wise combination of correct theory with constant practice our scholars are enabled to make steady progress and to become competent and skilful operators.

Both the encouragement which our tuners continue to receive from some of the very best and most influential families in Boston and the neighboring towns, and the unanimity with which the annual contract for the care of the pianofortes in the public schools of this city has been awarded to them for the eleventh time, bear convincing testimony to the excellence of their work and commend their services to all fair-minded and public-spirited citizens.

Notwithstanding the unavoidable necessity which compelled one of our most reliable tuners to give up the performance of his duties during the early part of the season, the business of this department has sustained no loss whatever. On the contrary the general patronage has increased, and the receipts show a gain even over those of the preceding year.

Encouraging reports come to us from former pupils who have established themselves as tuners

in different parts of the country and who are pursuing their avocation very profitably and to the entire satisfaction of their patrons, and of the communities in which they live.

DEPARTMENT OF INDUSTRIAL EDUCATION.

" Nature lives by labor ;
Beast, bird, air, fire, the heavens and rolling world,
All live by action ; nothing lives at rest
But death and ruin." DYER.

Industrial training was adopted in this institution at the date of its organization as a very essential part of our scheme of education, and it has proved to be one of the most effective agencies for placing our pupils in the conditions most favorable to mental and moral improvement and to the prospect of future independence, as well as one of the best means for enabling them to contribute their quota of endeavor towards the general well-being in which they share.

The business in both branches of this department has been conducted during the past year with zeal and fidelity on the part of those in charge of them, and with very gratifying results in each case.

I. Workshop for the Boys.

The design of this workshop — the primary object of which is to afford to all boys and youths an opportunity and means of training in industrial pursuits and of becoming qualified to contribute

by their own exertions to self-support — has been prosecuted with success, and most of the learners have made satisfactory progress.

The usual mechanic arts have been carefully taught, and special attention has been paid to that of upholstery, an experienced journeyman having been regularly employed to give instruction in it, and to aid our assistant workmaster, Mr. Eugene C. Howard, to become familiar with its details.

Great stress has been at all times laid upon the fact that most of our graduates have to labor in the common field of human activities and earn their bread in hand to hand competition with seeing persons, and that they must be well-trained and thoroughly equipped for the struggle of existence. The gods usually stand by the side of that army of which the soldiers are drilled and armed in the best possible manner. With a good preparation and a determination to overthrow the barriers raised in their way by physical infirmity, the blind can enter the arena of practical life with a hopeful outlook. Doubtless, in seeking employment and endeavoring to place themselves in the ranks of producers, they will meet with many obstacles and a great deal of mistrust and opposition, arising solely from ignorance of their abilities. But they must bear in mind that courage, earnestness of purpose, perseverance, enterprise and readiness to do with their might the first honest work that is offered to them seldom fail to ensure success.



They should use as their motto the following charming little verse of Charles Kingsley, and invariably act in accordance with the wholesome advice therein contained:—

“ Do the work that’s nearest,
Though it’s dull at whiles ;
Helping, when you meet them,
Lame dogs over stiles.”

II. Workrooms for the Girls.

These rooms have lost nothing either of the industry and activity which have characterized them for so many years, or of the spirit of cheerful diligence which pervades them and brightens their atmosphere. They continue to be as attractive and in as good condition as they ever were.

This state of things may be ascribed in part to the general tone of our school and to many wholesome influences which are prevalent there, but it is mainly due to the unremitting efforts, exemplary devotion and exquisite tact of the principal instructress and chief organizer, Miss Abby J. Dillingham. Under her patient care and wise direction the girls have made excellent progress in various manual pursuits. Many of them have become adepts in the manipulation of sewing and knitting machines and the use of the needle. In some kinds of sewing, knitting and crocheting they surpass the majority of those who can see. They

display fine taste and excel in several lines of handiwork, because their teacher like Athene—to borrow Homer's words—"gave them skill and beautiful design."

"Πέρι γάρ σφι δώκει Ἀθήνη
Εὐργα τ' ἐπίστασθαι περικαλέα καὶ φρένας ἔσθλαί·"

In addition to the valuable benefits which our girls derive from thorough and systematic training in various branches of handicraft, they are required to take turns in doing the lighter household work and to gain practical experience in domestic affairs. Owing to the uncommon facilities and opportunities which our family system offers towards this end, there are few among them who, on leaving the institution, will not be able to do their part towards making their homes comfortable and pleasant.

It is with deep regret that I am obliged to speak of Miss Dillingham's feeble health, which compelled her to ask to be relieved from her duties for one year. Her request was granted and we earnestly hope that she will soon recruit her strength in the enjoyment of absolute rest and recover her health completely. Miss Cora L. Davis, to whose fitness for her task and efficient services we have had occasion to refer in previous reports, was promoted as substitute for Miss Dillingham, and Miss A. Margaret Morrison of Salem has been appointed as her assistant.

**HELEN KELLER,— A SECOND LAURA BRIDGMAN.**

“ No iron so hard, but rust will fret it ;
No perch so high, but climbing will get it ;
Nothing so lost, but seeking will find it ;
No night so dark, but there is daylight behind it.”

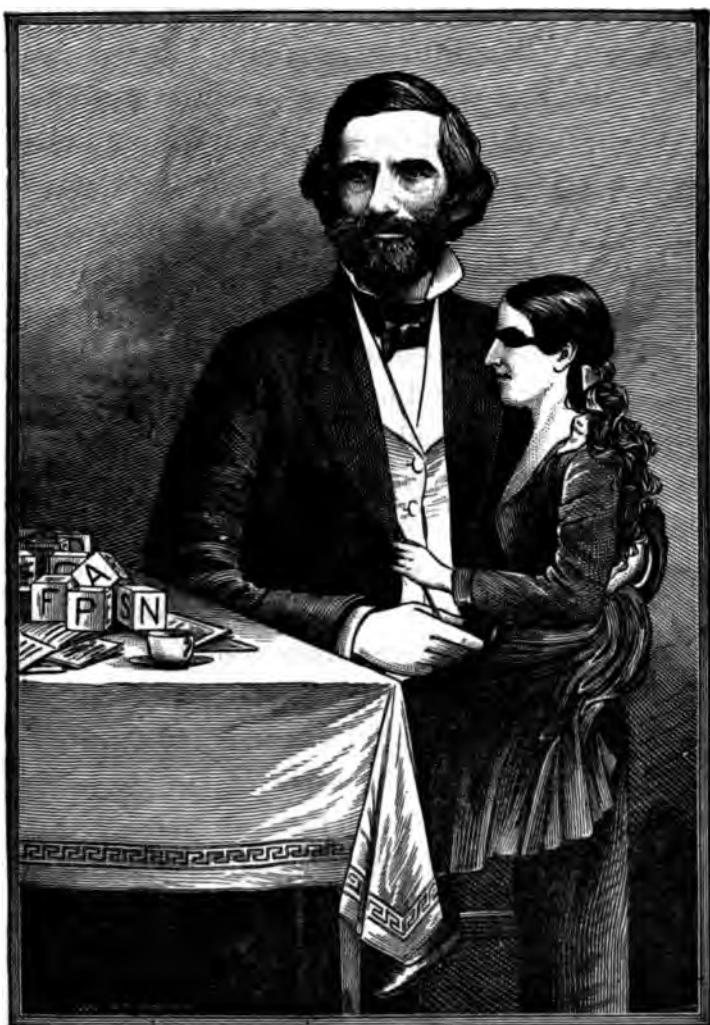
The discovery of ways and means for rescuing persons afflicted with combined blindness and deafness from the dread dungeon of deathlike darkness and stillness, and for enabling them to come into communion with the outer world, is one of the grandest achievements of the nineteenth century.

History has preserved the names of only a few members of the human family who have been doomed to that terrible state of mental and spiritual incarceration, which one of its more recent victims, Mr. Morrison Heady of Kentucky, delineates so pathetically in his most powerful and perfect poem, *The Double Night*; but there is no mention of any serious attempts having ever been made to teach them systematic language as a means of intercourse with their fellows. The ideas expressed on the subject by the renowned abbé de l'Epée in his learned speculations were merely vague theories, which had no foundation in fact and were never confirmed by practical tests.

It is just fifty years this autumn since the popular heart of this country first went out in sympathy toward Laura Bridgman in her dreadful affliction.

Attacked early in childhood by that dire disease, scarlet fever in a malignant form, she was shorn of the senses of sight and hearing, taste and smell, and was left in a most deplorable condition. For five months she lay in a darkened room. After long suffering she began to rally. She improved slowly, and two years had passed before her health was fully restored; but her mind was shut up by what appeared to be an impenetrable wall. Her deprivations were simply appalling. She was left with the meagre equipment of touch as her sole means with which to find her way into the world of thought, speech and light. Benevolent persons, amazed at the immensity of her calamity, asked, "Who will free this imprisoned soul? Who will bridge the chasm which separates this isolated spirit from her kind?" In the midst of general silence the illustrious founder of this institution answered, "I will try;" and hastened to Hanover, New Hampshire, to ascertain the facts in the case and induce the parents of the little girl to send her to Boston and place her under his care.

Dr. Howe was by constitution a champion of freedom, by impulse a philanthropist, and by genius and purpose a reformer. Like many another gallant worker in the world he had the soldier spirit with the savior intent—and the love of adventure as well. He was the very man to go out as an apostle of liberation. He entered upon



DR. HOWE TEACHING LAURA BRIDGMAN.

the task of piercing a trackless forest and purveying mental pabulum to the starving mind of Laura with undaunted courage and indomitable will. He had no precedent to follow, no indices to be guided by. But he was determined to succeed.

In his estimate, obstacles of whatever magnitude were only "things to be overcome," and nothing more. He was confident that his little pupil possessed the desire and capacity for acquiring a complete arbitrary language, and resolved to enable her to do so. Perseverance, skill, sagacity, ingenuity, and in fact all the resources of his fertile brain and the forces of his unbending will were brought to bear upon this point. Finally, after numberless trials and heroic efforts for weeks and months, the first and most important step was taken. Laura was made to understand that all things have names which can be expressed by complex signs or letters embossed on paper or formed by the fingers. Thus a grand victory was won. The means were discovered for reaching the human soul in its saddest and completest imprisonment. A new jewel was added to the crown of philanthropy; and the name of Dr. Howe was engraved on the golden tablets on which are inscribed the names of the benefactors of mankind.

Laura's happy deliverance from so fearful an entombment became widely known all over the civilized world, and was hailed with great delight and universal wonder. Philosophers and thinkers of both Europe and America have made it the subject of much profound thought and serious comment. Titled nobles, nay, even crowned heads, have confessed the merit of this marvellous achievement, and have bowed in homage to the



noble spirit of the deed. The royalty of genius, culture and goodness—too princely for coronet, diadem, or any badge of distinction—has rendered its tribute of praise; and the devotees of the science of education have found a mine of study and suggestion in this extraordinary case.

The achievement of Dr. Howe, like a column of holy fire, blazed upon the pathway and indicated the course to be traversed by his successors. The methods and processes employed in Laura's case were soon applied to that of Oliver Caswell and proved to be most efficacious. They have since become standard and are now used on both hemispheres with great success.

“ All can raise the flowers now,
For all have got the seed.”

After the glorious discovery of Christopher Columbus the Atlantic ocean became a common thoroughfare.

During the past twenty-five years the number of persons bereft of the senses of sight and hearing has increased in Europe and America. Sporadic cases are found almost everywhere, but by far the largest proportionate number of them is scattered among the rural population of Sweden. Reliable statistics show that there are from thirty to thirty-five sufferers of this class in that country. A benevolent lady, Madame Elizabeth Anrep Nor-din, has taken a most profound interest in the wel-

fare of these hapless human beings. She has called the attention of the royal family to their existence and condition, and through its influence has induced the government to bring the matter before the parliament and obtain the legislation necessary to secure a special provision for their care and training. Aided by a religious society, she came to this country about twenty months ago, visited the institutions for the deaf and those for the blind in New York, Philadelphia, Washington, Hartford, Northampton and Boston, and spent several weeks under our roof studying the case of Laura Bridgeman and every incident connected with it. On her return home to Skara, Sweden,—where her husband is the principal of an establishment for deaf-mutes,—she organized a little school and commenced work with five pupils. Owing to the lack of sufficient pecuniary means this most beneficent enterprise is not making as rapid progress as we earnestly desire.

The last census of the United States does not give the exact number of persons afflicted with the loss of two or more senses, but it is safe to state that there cannot be fewer than forty. About one dozen of these have been or are now under instruction in various schools for the deaf or for the blind.

The case of JAMES H. CATON has been known for a number of years. We have still in our possession a few lines of autobiography, which he



wrote for us on a type-writer in 1880, soon after Garfield's election. He was graduated from the New York Institution for the Deaf and Dumb in June last and delivered the salutatory address.

AGNES O'CONNOR has been in the Illinois Institution for the Deaf and Dumb since last winter. She was taken there by the superintendent, Dr. Gillett, who had found her in the Cook county almshouse, and was placed under the immediate supervision and tuition of his niece, Miss Jane V. Gillett. The exact age of the unfortunate girl is not known, but she is not far from her fifteenth year. Dr. Gillett has spared no pains in directing her education, and she is making very satisfactory progress.

ALBERT A. NOLEN of Salem, Massachusetts, was admitted to the American Asylum for the Deaf and Dumb at Hartford, Oct. 14, 1886, at the age of twelve years. The principal of that institution, Prof. Job Williams, assigned the task of introducing him to a knowledge of words to one of his most competent teachers, Miss Kate C. Camp, and has himself taken a deep interest in devising or providing means to facilitate her work. During a brief visit which I made last February in Hartford I had an opportunity of witnessing the processes employed in the training of this lad and of seeing the progress he was making, and it is with great pleasure that I bear testimony to the excellence of both the methods and the results.

Mr. Frank Battles, acting principal of the Pennsylvania Institution for the Blind in Philadelphia, has among his pupils three who are both deaf and sightless. Their names and ages are as follows:— **WILLIAM A. MILLER**, born in England, Dec. 30, 1871, lost his sight at eleven years of age; **MAR-THA MOREHOUSE**, born in New Jersey, Sept. 2, 1866; **KATHARINE A. W. PARRY**, born in England, July 20, 1872, lost her sight at seven years of age, but sees enough to distinguish color and objects plainly. They all retain the power of speech, having lost the sense of hearing after they had learned to talk. They are taught by means of the single hand manual alphabet used by the deaf, and are making satisfactory progress both in their studies and in various handicrafts.

EDITH M. THOMAS was admitted to the kindergarten for the blind connected with this institution several weeks ago, and one of our graduates, Miss **Lilian May Fletcher**, was engaged as her special teacher, and has already taken successfully the first steps in opening to her the mysteries of language.

But of all the blind and deaf-mute children who are under instruction **HELEN KELLER** of Tuscumbia, Alabama, is undoubtedly the most remarkable. It is no hyperbole to say that she is a phenomenon. History presents no case like hers. In many respects, such as intellectual alertness, keenness of observation, eagerness for informa-

tion, and in brightness and vivacity of temperament she is unquestionably equal to Laura Bridgman; while in quickness of perception, grasp of ideas, breadth of comprehension, insatiate thirst for solid knowledge, self-reliance and sweetness of disposition she certainly excels her prototype.

Helen was born June 27, 1880, with all her faculties. At the age of about nineteen months she had a violent attack of congestion of the stomach, and this illness resulted in total loss of sight and hearing. On the 15th of July, 1886, her father, Capt. Arthur H. Keller, wrote me a letter, giving me a brief account of the deprivations as well as of the mental activity of his little daughter; and asking me whether I could procure a competent teacher for her. I responded in the affirmative, and my thoughts were almost instinctively turned towards Miss Annie M. Sullivan. She had just graduated from our school, where she had stood at the head of her class, and her valedictory address — a beautiful original production, teeming with felicitous thoughts clothed in a graceful style — was a revelation even to those who were acquainted with her uncommon powers. After due deliberation I decided to make known to Miss Sullivan the contents of Capt. Keller's letter and to inform her that the position would be open to her provided she could fit herself for its requirements. She replied that she would try, and began immediately the work of preparation with great



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MISS SULLIVAN TEACHING HELEN KELLER.

earnestness and unremitting application. She studied Laura Bridgman's case thoroughly in all its phases, perused voluminous books on mental development, read the reports of Dr. Howe with

assiduous care, mastered his methods and processes in their minutest details, and drank copiously of his noble spirit and of the abundance of his faith in the efficacy of human capacities and innate powers for redemption and improvement. Having become convinced by actual observation that she was well equipped for her work and absolutely competent to take charge of the little girl, I wrote again to Capt. Keller, recommending her most highly and without any reservation. In consequence of this correspondence liberal terms were offered, an agreement was readily effected, and my dear friend and former pupil started for Alabama the last week in February.

On entering upon her work Miss Sullivan was struck with the extraordinary intelligence and remarkable aptitude of her little pupil. She commenced to give her instruction, and chose for the object of the first lesson a beautiful doll, which had just been sent to the child from Boston and for which she seemed to cherish a warm maternal attachment. For obvious reasons the greatest difficulty and most perplexing part of the task of introducing blind and deaf-mute persons to the mysteries of language is to make them understand that all objects have names which can be expressed by arbitrary signs. This is the principal and most important part in the whole undertaking. As the French say, it is the first step that counts more than anything else.

“C'est le premier pas qui coûte.”

When this is accomplished all else goes well, and success is assured. Now, in looking over the record of every known case, we find that this starting point, this initiative step has invariably been slow, tardy, uncertain, and not infrequently vexatious. It was nearly three months before Laura Bridgman—the brightest and quickest of them all—caught the idea. It was not so with Helen. The thought flashed across her marvellous brain as soon as it was transmitted to it by one of its "lackeys or scullions," the sense of touch. In three lessons she perceived, clearly and distinctly, that words stood for objects; and in less than a week's time she was in possession of the mystery of this relation in the fulness of its meaning, and became mistress of the whole situation. As if impelled by a resistless instinctive force she snatched the key of the treasury of the English language from the fingers of her teacher, unlocked its doors with vehemence, and began to feast on its contents with inexpressible delight. As soon as a slight crevice was opened in the outer wall of their two-fold imprisonment, her mental faculties emerged full-armed from their living tomb as Pallas Athene sprang from the head of Zeus. Her thoughts, long suppressed for the want of adequate means for expression,—

"Burst their confinement with impetuous sway."

In illustration of the wonderful mental activity and the rapid development of this remarkable

child, and as showing also some of the prominent traits of her character, the following extracts are taken from Miss Sullivan's letters: —

MAY 2, 1887. — Helen is truly a wonderful child. It seems to me that one with all her senses could not have accomplished any more than she has done in these three months, — indeed, it is not yet quite three months since she began. She knows almost three hundred words and is learning five or six a day. Their length does not seem to make any difference to her. One day she touched the railing of the stairs and wanted me to give her the name for it. I spelled *balustrade* to her two or three times. Two days afterward I thought I would see if she remembered any of the letters, when, to my surprise, she spelled the word without a mistake; and such words as *ice-cream*, *strawberry*, *raspberry*, and *rocking-chair* she learns as readily as words of two letters.

I never have to spell a proper name to her but once. The name of the gentleman who is boarding with us is Mr. Goodnow, and Helen always calls him by it. I suppose Laura's instructors did not teach her titles, because they thought she would not perceive the difference between the name and the title, but I have made Helen pause after *Mr.*, *Mrs.*, or *Uncle*, as the case may be, and when she is a little farther advanced I can very easily explain this to her.

She sits for an hour or two every day finding the words she knows in her books, and whenever she comes to one she screams with delight. I can now tell her to go up stairs or down, to go into the hall or room, to lock or unlock the door, to sit or stand, walk or run, lie or creep, and she understands me. Whenever I give her a new word, especially a word expressing action, like *hop* or *jump*, or any of those already mentioned, she throws her arms around me and kisses me.

JUNE 19. — My little pupil continues to manifest the same eagerness to learn as at first. Every waking moment is spent in

the endeavor to satisfy her innate desire for knowledge, and her mind works so incessantly that we have feared for her health. But her appetite, which left her a few weeks ago, has returned, and her sleep seems more quiet and natural. She will be seven years old the 27th of this month. Her height is four feet, one inch, and her head measures twenty inches in circumference, the line being drawn around the head so as to pass over the prominences of the parietal and frontal bones. Above this line the head rises one and one-fourth inches.

During our walks she keeps up a continual spelling and delights to accompany it with actions such as skipping, hopping, jumping, running, walking fast, walking slow, and the like. When she drops stitches she says, "Helen wrong, teacher will cry." If she wants water she says, "Give Helen drink water." She knows four hundred words besides numerous proper nouns. In one lesson I taught her these words, — *bedstead, mattress, sheet, blanket, comforter, spread, pillow*. The next day I found that she remembered all but *spread*. The same day she had learned, at different times, the words, *house, weed, dust, swing, molasses, fast, slow, maple-sugar* and *counter*, and she had not forgotten one of these last. This will give you an idea of the retentive memory she possesses. She can count to thirty very quickly, and can write seven of the square hand letters and the words which can be made with them. She seems to understand about writing letters and is impatient to "write Frank letter." She enjoys punching holes in paper with the stiletto and I supposed it was because she could examine the result of her work; but we watched her one day, and I was much surprised to find that she imagined she was writing a letter. She would spell "Eva" (a cousin of whom she is very fond) with one hand, then make believe write it; then spell "sick in bed," and write that. She kept this up for nearly an hour. She was (or imagined she was) putting on paper the things which had interested her. When she had finished she carried it to her mother and spelled, "Frank letter," and gave it to her brother

to take to the post office. She has been with me to take letters to the post office.

She recognizes instantly a person whom she has once met, and spells the name. Unlike Laura, she is fond of gentlemen, and we notice that she makes friends with a gentleman sooner than with a lady.

There is seldom a cloud seen upon her face and we observe that it grows brighter every day. She is always ready to share whatever she has with those about her, often keeping but very little for herself. She is very fond of dress and of all kinds of finery, and is very unhappy when she finds a hole in anything she is wearing. She will insist on having her hair put in curl papers when she is so sleepy she can scarcely stand. She discovered a hole in her boot the other morning and, after breakfast, she went to her father and spelled, "Helen new boot Simpson" (her brother) "buggy store man." One can easily see her meaning.

In farther illustration of her love of dress I quote from a letter of earlier date: —

Have I told you that Helen has a great notion of "primping?" Nothing pleases her better than to be dressed in her best clothes. The other day I told her to put her hat on and I would take her to walk. I was changing my dress at the time and I suppose Helen thought I was dressing up. She went downstairs in a great hurry, and showed her mother that she wanted her best dress on. Mrs. Keller paid no attention to her. Hence she decided to fix herself. When I called for her I found the most comical looking child imaginable. She had wet her hair until the water was running in little streams in all directions, and if it did not look sleek nothing ever did. She had found her father's hair-oil and put no small quantity of that on as a "finishing touch." Then she had oiled her face. She had known people put glycerine on their faces and she probably thought they did it for the sake of appearance. Then she took

the baby's powder, and applied that in small patches, so that she looked like a little darkey with a white eruption. When she had completed her toilet to her own satisfaction she came for her mother's approval with such a self-satisfied air. Of course she found us both laughing as if we would die. You never saw any one look so comical. I assure you we had hard work to make her dress according to our ideas.

In the course of four months Helen mastered more than four hundred and fifty common words — nouns, verbs transitive and intransitive, adjectives and prepositions — which she could use correctly and spell with perfect accuracy. At the same time she learned to read raised characters with the tips of her fingers almost spontaneously and with very little effort on the part of her instructress, to converse freely by means of the manual alphabet, to cipher, to write a neat "square hand," and to express her elementary ideas in correct composition. In brief the total sum of the knowledge which she acquired in four months exceeds that which Laura Bridgman obtained in more than two years. This may seem a fabulous or extravagant statement, but the following autograph *fac-simile* copy of the first letter which she wrote to her mother, July 12, 1887, while on a short visit at Huntsville, — reproduced on a smaller size than the original merely in order to fit the width of the page but without the slightest addition or alteration, — leaves not a shadow of doubt on this point: —

helen will write mother
 letter father did give hel-
 en medicine mildred
 will sit in swing
 mildred will kiss
 helen teacher did give
 helen peach
 i am sick in
 bed george again hunt
 anna did give helen
 lemonade dina did
 stand up.
 conductor did puncture
 ticket father did give
 helen drink of water
 in can
 camilla did give helen
 flowers ann will buy
 helen pretty new hat
 helen will hug and kiss
 mother helen will come
 home grand mother does
 love helen

good-by

This letter, compared with the first one which
 Laura Bridgman wrote to her mother in 1839



when she was ten years of age, and of which Dr. Howe preserved an autograph *fac-simile* in the eighth annual report of this institution, is superior in every respect.

On her return to Tuscumbia from her visit to Huntsville, Helen wrote a long letter to her cousin George, giving him a minute account of everything that occurred on her way home. She speaks of her meeting in the steam cars a kind lady, who gave her a drink of water but who "did talk wrong on fingers."

Epistolography amounts almost to a passion with Helen. Last September, having been told by her teacher that our little blind girls had just come back to school after the summer vacation, she sent them a note of friendly remembrance and sisterly greeting. This letter was written without assistance on the twenty-ninth of that month, and as it furnishes a more striking and tangible proof than mere descriptions and verbal statements can afford of the astonishing progress which this remarkable child is making with amazing rapidity, I insert here an autograph *fac-simile* copy of it, differing only in size from the original:—

Helen will write little
blind girls a letter
Helen and teacher will come

to see little blind girls
Helen and teacher will go in
steam car to Boston. Helen
and blind girls will have
fun blind girls can talk on
fingers Helen will seem onaq
nos men onagnos will love
and kiss Helen. Helen will go
to school with blind girls
Helen can read and count and
spell and write like blind
girls Mildred will not go to
Boston. Mildred does cry
Prince and jumbo will go to
Boston. Haha does shoot ducks
with gun and ducks do fall in
water and jumbo and mamie
do swim in water and bring ducks
out in mouth to haha. Helen does
play with dogs. Helen does ride
on horseback with teacher. Helen
does give handee grass in hand
teacher does whip handee to go
fast. Helen is tired. Helen will
put letter in envelope for blind
girls. Helen good-bye.

In chirography and grasp of ideas, as well as in variety of subjects and fluency of expression, this epistle is a decided improvement upon that which she wrote to her mother. Our girls received it with great joy and read it with sincere admiration. They immediately set to work to prepare an answer and forwarded it with a little desk as a token of their love and good will. In acknowledgment of this gift Helen wrote a most characteristic letter, dated Oct. 24, 1887, of which the following is a *fac-simile*:—

dear little blind girls
I will write you a letter.
I thank you for pretty desk.
I did write to mother in memphis on
it. mother and mildred came home
wednesday mother brought me
a pretty new dress and hat father
did go to huntsville he brought me
apples and candy I and teacher
will come to boston and see you
nancy is my doll she does cry
I do rock nancy to sleep mildred
is sick doctor will give her
medicine to make her well. I and
teacher did go to church sunday

man did read in book and talk
lady did play on organ. I did
give man money in basket.

I will be good girl and teacher will
curl my hair lovely. I will hug and
kiss little blind girls mrs. anagnos
will come to see me.

Good-bye
Helen Keller.

That the little witch could, in the course of twenty-five days, make such strides in the acquisition of language and the enlargement of her vocabulary, as are indicated by this letter, seems almost incredible. Yet the evidence before us is so clear and conclusive that it does not leave room for the slightest doubt. Pronouns are undoubtedly the most difficult part of speech for children to learn to use correctly, and Helen's employment of them is one of the most noticeable features of her last composition. Upon this significant gain, as well as on Helen's speedy general improvement, Miss Sullivan dwells with emphasis in a letter which she addressed to me a few days later and from which I take the liberty of copying the following extract:—

You have probably read, ere this, Helen's second letter to the little girls. I am aware that the progress which she has made between the writing of the two letters must seem incredible. Only those who are with her daily can realize the

rapid advancement which she is making in the acquisition of language. You will see from her letter that she uses many of the most difficult pronouns correctly. She rarely misuses or omits one in conversation. Her passion for writing letters and putting her thoughts upon paper grows more intense. She now tells stories in which the imagination plays an important part. She is also beginning to realize that she is not like other children. The other day she asked, "What do my eyes do?" I told her that I could see things with my eyes, and that she could see them with her fingers. After thinking a moment she said, "My eyes are bad!" then she changed it into "My eyes are sick!" What a blessing it is that she will never realize fully the magnitude of her loss!

To my perfect delight, while I was arranging the materials for this imperfect sketch, I was myself favored with a charming letter from Helen, of which I could not resist the temptation to publish the following *fac-simile* as an additional illustration of her marvellous progress: —

dear m^r. anagnos I will
write you a letter. I and
teacher did have picture.
teacher will send it to
you. photographe^r does
make pictures. carpenter
does build new houses.
gardener does dig and hoe

ground and plant vegetables.
my doll nancy is sleeping.
she is sick. mildred is well
uncle frank has gone hunt-
ing deer. we will have
venison for breakfast when
he comes home. I did ride in
wheel barrow and teach her
did push it. simpson did
give me popcorn and wal-
nuts. cousin rosa has gone
to see her mother. people
do go to church sunday.
I did read in my book.
about fox and box. fox can
sit in the box. I do like
to read in my book. you
do love me. I do love you.
good by
Helen Keller.

These letters, printed in chronological order, are sufficient in themselves without comment or explanation to show that their tiny author is a most extraordinary little individual. Indeed, she is a mental prodigy, an intellectual phenomenon. In view of all the circumstances her achievements are little short of a miracle. It would be extremely

difficult, nay impossible, to find a child in full possession of his faculties who could accomplish, in six or seven months, more than Helen has done. Access to her doubly imprisoned mind was gained so speedily that it seemed almost like a touch of witchcraft. Her intellectual faculties bloomed into fragrant flowers as soon as a breath of the warm spring air from the external world entered their rayless and dreary incasement. Her progress was not a gradual advancement but a sort of triumphal march,— a series of dazzling conquests. The innate desire for knowledge and the instinctive efforts which the human faculties make to exercise their functions are shown as remarkably in Helen's case as they were in Laura's.

The case of this child is unique and of absorbing interest in every respect. So far as I know it is the only one in existence which promises to throw important light upon such psychological questions as were not exhaustively investigated by Dr. Howe, on account of the biasing influence which bigoted and fanatical zealots brought to bear upon the mind of his pupil during the process of his work. Let us hope that both science and humanity will profit by the present opportunity to the fullest extent.

But, remarkable and unparalleled as is Helen's case, that of her teacher is, in some points, no less noteworthy. Miss Sullivan entered our school Oct. 7, 1880, at the age of sixteen years. Her sight

was so seriously impaired as to justify her classification with the blind. The circumstances of her early life were very inauspicious. She was neither rocked in a cradle lined with satin and supplied with down cushions, nor brought up on the lap of luxury. On the contrary, her experiences in childhood and youth were of a most distressing character. But it should be remembered that it is adversity rather than prosperity which stimulates the perseverance of strong healthy natures, rouses their energy and develops their powers. This was precisely the case with Miss Sullivan. When she was admitted to this institution her stock of information was painfully meagre. Her blindness cut her entirely off from all advantages; but even before the obscuration of her vision her struggle for the means of existence had been so constant as to preclude all possibility of her acquiring the rudiments of knowledge. Hence she was obliged to begin her education from the lowest and most elementary point; but she showed from the very start that she had in herself the force and capacity which ensure success. The furnace of hardships through which she passed was not without beneficent results. It freed the pure gold of her nature from all dross. For, as Byron puts it,—

“The rugged metal of the mine
Must burn before its surface shine.”

An iron will was hammered out upon the anvil of misfortune. Miss Sullivan was not very long



under systematic instruction before she gave unmistakable evidences of the depth, the steadfastness and the beauty of her character. She spared no pains to remedy the defects and to fill out the gaps in her training. She toiled, in season and out of season, to overcome obstacles. She was determined to climb to the top of the ladder, and used uncommon industry, perseverance and resolution as steps for the ascent. She has finally reached the goal for which she strove so bravely. The golden words that Dr. Howe uttered and the example that he left passed into her thoughts and heart and helped her on the road of usefulness; and now she stands by his side as his worthy successor in one of the most cherished branches of his work, carrying it on in a most satisfactory manner and receiving the benediction of his spirit.

“ Delightful task, to rear the tender thought,
To teach the young idea how to shoot,
To pour the fresh instruction o'er the mind,
To breathe the enlivening spirit, and to fix
The generous purpose in the glowing breast ! ”

Miss Sullivan's talents are of the highest order. In breadth of intellect, in opulence of mental power, in fertility of resource, in originality of device and in practical sagacity she stands in the front rank. Only one of Dr. Howe's assistants, Miss Wight (afterward Mrs. Edward Bond), could vie with her in these respects; and a great pity it was that Laura was not placed under the broad,



quicken^g and vitalizing influence of this most excellent woman at an earlier stage of her education, when her mind was more plastic and susceptible to lasting impressions of generous views and liberal ideas.

Miss Sullivan is truly an honor to the graduates of this institution. Her intelligence, vivified by earnestness and colored by a high sense of self-respect, is conspicuous. By proper treatment and skilful surgical operations the thick opaqueness of her eyes was converted into translucency, and now she is able to read and write with but very little difficulty. Her personality is marked and positive. The story of her life is one of high endeavor and grand achievement. Helen's rescue from the abyss of darkness and stillness is the crown of her work. She undertook the task with becoming modesty and diffidence, and accomplished it alone, quietly and unostentatiously. She had no coadjutors in it, and there will therefore be no plausible opportunity for any one to claim a share in the origin of the architectural design of the magnificent structure because he or she was employed as helper to participate in the execution of the plan.

At my urgent request Miss Sullivan prepared a brief account of Helen's life and education, which is an admirable specimen of terse, clear, cogent statement of facts and of conclusions based thereon. Here is the tale as told in her own words: —

HELEN ADAMS KELLER, daughter of Arthur H. and Kate Keller, was born June 27, 1880, in Tuscumbia, Alabama.

Her father was formerly editor of the *North Alabamian*, an old, influential and well-known journal, and is now United States marshal for the northern district of Alabama. Mr. Arthur H. Keller's father was a native of Switzerland, who came to America before the revolution and settled in Maryland. His mother, Mary F. Keller, was born in Rockbridge, Virginia. Her maiden name was Moore, and she was a great granddaughter of Alexander Spotswood, the first colonial governor of that state, and the founder of the order of the "Knights of the Golden Horse Shoe." She was also second cousin to General Robert E. Lee.

Helen's mother is a daughter of the late General Charles W. Adams of Memphis, Tennessee, a distinguished lawyer, and a brigadier general in the confederate army. He was a native of Boston, Massachusetts, but moved to the south when quite a young man. Mrs. Keller's mother was an Everett, and her grand parents on her mother's side were also from the north.

When Helen was about nineteen months old she was attacked violently with congestion of the stomach; and this illness resulted in total loss of sight and hearing. Previously she had enjoyed perfect health, and is said to have been an unusually bright and active child. She had learned to walk and was fast learning to talk.

During this sickness her life hung in the balance for several days, and after recovery there was no evidence for some time of any injury to her eyes, except a red and inflamed appearance. The terrible truth soon dawned upon her parents, however. They tried every available avenue of relief, carrying her to the best specialists of the day, from none of whom, however, did they receive the slightest hope of her restoration to sight or hearing. For many months her eyes were very painful, and she buried them in the bed-clothes away from the light. Soon she ceased to talk, because she had ceased to hear any sound.

But her busy brain was not idle. Her mind was bright and clear. As her physical strength returned she began to exhibit wonderful aptitude for learning everything about the economy of the household. She also learned to distinguish the different members of the family and of her acquaintance, and became familiar with their features through the sense of touch.

As her mother went about her daily household duties Helen was always by her side. Her little hands felt of every object and detected every movement. Then she began to imitate the motions of those around her, and to express her wants and many of her thoughts by signs. Both her power of imitation and her ability to express herself by means of natural signs were developed to a remarkable degree.

Her parents finally became convinced that there was no possibility of Helen's regaining either sight or hearing, and on March 2, 1887, I became her teacher.

I found her a bright, active, well-grown girl, with a clear and healthful complexion and pretty brown hair. She was quick and graceful in her movements, having fortunately not acquired any of those nervous habits so common among the blind. She has a merry laugh and is fond of romping with other children. Indeed she is never sad, but has the gayety which belongs to her age and temperament. When alone she is restless and always flits from place to place as if searching for something or somebody.

Her sense of touch is so acute that a slight contact enables her to recognize her associates. She can even distinguish readily between puppies of the same litter, and will spell the name of each as soon as she touches him. So nice is her sense of smell that she will recognize different roses by their fragrance; and by the same sense she can separate her own clothes from those which belong to others. Equally perfect is her sense of taste.

She inherited a quick temper and an obstinate will, and owing to her deprivations neither had ever been subdued or directed.

She would often give way to violent paroxysms of anger when she had striven in vain to express intelligibly some idea. As soon, however, as she learned to use the finger alphabet these outbursts ceased, and now she seldom loses her temper. Her disposition is sweet and gentle, and she is remarkably affectionate and demonstrative. She frequently leaves work or play to caress those near her and likes to kiss all her friends. If she is conscious of having displeased any one she is not satisfied until she makes her peace with a kiss. She is never irritable or fretful, and no longer cries from vexation or disappointment. Seldom will physical pain draw tears from her eyes; but she will discover quickly if a friend is hurt or ill, or grieved by her own conduct, and this knowledge makes her weep freely.

Her fondness for dress and finery is as noticeable as that of any seeing child. She is happiest when she has on her best dresses, and she spends much time over her toilet. She learned with astonishing readiness to conduct herself properly at the table, to be neat and orderly about her person, and to be correct in her deportment. When I had been with her long enough for intimate mutual acquaintance, I took her one morning to the school-room and began her first lesson. She had a beautiful doll which had been sent her from Boston, and I had chosen it for the object of this lesson. When her curiosity concerning it was satisfied, and she sat quietly holding it, I took her hand and passed it over the doll. Then I made the letters *d-o-l-l* slowly with the finger alphabet, she holding my hand and feeling the motions of my fingers. I began to make the letters the second time. She immediately dropped the doll and followed the motions of my fingers with one hand while she repeated the letters with the other. She next tried to spell the word without assistance, though rather awkwardly. She did not give the double "l," and so I spelled the word once more, laying stress on the repeated letter. She then spelled doll correctly. This process was repeated with other words, and Helen soon learned six words, *doll, hat, mug, pin, cup,*

ball. When given one of these objects she would spell its name, but it was more than a week before she understood that all things were thus identified.

She would manifest pleasure when told the name of a new object, and was always delighted to receive a pat of approval.

One day I took her to the cistern. As the water gushed from the pump I spelled *w-a-t-e-r*. Instantly she tapped my hand for a repetition, and then made the word herself with a radiant face. Just then the nurse came into the cistern-house bringing her little sister. I put Helen's hand on the baby and formed the letters *b-a-b-y*, which she repeated without help and with the light of a new intelligence beaming from her expressive features.

On our way back to the house everything she touched had to be named to her and repetition was seldom necessary. Neither the length of the word nor the combination of letters seem to make any difference to the child. Indeed she remembers *heliotrope* and *chrysanthemum* more readily than she does shorter names.

Helen now understood that everything had a name and that by placing the fingers in certain positions we could communicate these names to each other. Since that day my method of teaching her has been to let her examine an object carefully and then give her its name with my fingers. Never did a child apply herself more joyfully to any task than did Helen to the acquisition of new words. In a few days she had mastered the manual alphabet, and learned upwards of a hundred names. At the end of August she knew six hundred and twenty-five words.

At first it was necessary to use a great many signs in conversation with her; but these were laid aside as soon as the better medium of communication was established.

Next I taught her the verbs, beginning with *sit*, *stand*, *shut*, *open*. As the spelling of each word was accompanied by the action it represented she soon caught its meaning, and almost



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immediately used it in forming sentences. The verb *give* was troublesome, but she mastered it in a few days.

This lesson was followed with one on words indicative of place-relations. Her dress was put *in* a trunk, and then *on* it, and these prepositions were spelled for her. Very soon she learned the difference between *on* and *in*, though it was some time before she could use these words in sentences of her own. Whenever it was possible she was made the actor in the lesson, and was delighted to stand *on* the chair, and to be put *into* the wardrobe. In this way she learned the force of these words more quickly than she could have done with the use of a box and ring. In connection with this lesson she learned the names of the members of the family and the word *is*. "Helen is in wardrobe," "Mildred is in crib," "Box is on table," "Papa is on bed," are specimens of sentences constructed by the child during the latter part of April.

Next came a lesson on words expressive of positive quality. For the first lesson I had two balls, one made of worsted, large and soft, the other a bullet. She perceived the difference in size at once. Taking the bullet she made her habitual sign for *small*,—that is, by pinching a little bit of the skin of one hand. Then she took the other ball and made her sign for *large* by spreading both hands over it. I substituted the adjectives *large* and *small* for these signs. Then her attention was called to the hardness of the one ball and the softness of the other, and so she learned *soft* and *hard*. A few minutes afterwards she felt of her little sister's head and said to her mother, "Mildred's head is small and hard." Next I tried to teach her the meaning of *fast* and *slow*. She helped me wind some worsted one day, first rapidly and afterward slowly. I then said to her with the finger alphabet, "wind fast," or "wind slow," holding her hands and showing her how to do as I wished. The next day while exercising she spelled to me, "Helen wind fast," and began to walk rapidly. Then she said, "Helen wind slow," again suiting the action to the words.

May-day she came to me and said, "give Helen key open door;" I then taught her the word *will* and she learned at once to say, "give Helen key and Helen will open door." I had tried a few mornings before to make her understand the use of the conjunction *and*, which she now supplies of her own accord.

She often surprises me in this way. When I think I have failed to make something plain to her and conclude to await another opportunity she anticipates me and shows me that she has already caught my meaning. I now thought it time to teach her to read printed words. A slip on which was printed, in raised letters, the word *box* was placed on that object; and the same experiment was tried with a great many articles, but she did not immediately comprehend that the label-name represented the thing. Then I took an alphabet sheet and put her finger on the letter *A*, at the same time making *A* with my fingers. She moved her finger from one printed character to another as I formed each letter on my fingers. Incredible as it may seem, she learned all the letters, both capital and small, in one day. Next I turned to the first page of the Primer and made her touch the word *cat*, spelling it on my fingers at the same time. Instantly she caught the idea, and asked me to find *dog* and many other words. Indeed she was much displeased because I could not find her name in the book. Just then I had no sentences in raised letters which she could understand, all of them being for more advanced pupils; but she would sit for hours feeling of each word in her book. When she touched one with which she was familiar a peculiarly sweet expression would light up her face, and we saw her countenance growing sweeter and more earnest every day. About this time I sent a list of the words she knew to Mr. Anagnos and he very kindly had them printed for her. Her mother and I cut up several sheets of printed words so that she could arrange them into sentences. This delighted her more than anything she had yet done; and the practice thus obtained prepared the way for the writing lessons. There was no difficulty in making her



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understand how to write the same sentences with pencil and paper which she made every day with the slips, and she very soon perceived that she need not confine herself to phrases already learned but could communicate any thought that was passing through her mind. I put one of the writing boards used by the blind between the folds of the paper on the table, and allowed her to examine an alphabet of the square letters, such as she was to make. I then guided her hand so as to form the sentence, "cat does drink milk." When she finished it she was overjoyed. She carried it to her mother, who spelled it to Helen as she read it. The child could scarcely restrain her excitement and joy as each word was thus repeated to her.

Day after day she moved her pencil in the same tracks along the grooved paper, never for a moment expressing the least impatience or sense of fatigue. The weeks she spent in forming the same letters over and over again were weeks of interest and pleasure to me. With such a gentle, persevering and patient pupil, who would not find teaching a delight?

On the 12th of July she wrote without assistance, a correctly spelled and legible letter to one of her cousins; and this was only a little more than a month after her first lesson in chirography. She is very fond of letter-writing and has written several epistles,—which are truly wonderful, when her age and opportunities are considered.

As she had now learned to express her ideas on paper I next taught her the Braille system. She learned it gladly when she discovered that she could herself read what she had written; and this still affords her constant pleasure. For a whole evening she will sit at the table writing whatever comes into her busy brain; and I seldom find any difficulty in reading what she has written.

Her progress in arithmetic has been equally remarkable. She can add and subtract with great rapidity up to the sum of one hundred; and she knows the multiplication tables as far as the fives. She was working recently with the number forty

when I said to her, "make twos." She replied without waiting to cipher out the sum, "twenty twos make forty." Later I said, "make fifteen threes and count." I wished her to make the groups of threes and supposed she would then have to count them in order to know what number fifteen threes would make. But instantly she spelled the answer, "fifteen threes make forty-five."

She said to me a few days ago, "what is Helen made of?" I replied, "flesh and blood and bone." A little while afterwards I asked her about her dog, "what is Jumbo made of?" After a moment's pause she answered, "flesh and bone and blood." I then turned to her doll and asked, "what is Nancy made of?" Helen was puzzled, but at last she replied slowly, as if in doubt, "straw." Evidently she went through a process of reasoning, and concluded that her doll was not made of the same material as herself and her dog.

On being told that she was white and that one of the servants was black she concluded that all who occupied a similar menial position were of the same hue; and whenever I asked her the color of a servant she would say, "black." When asked the color of some one whose occupation she did not know she seemed bewildered, and finally said, "blue."

Helen takes great pleasure in feeding the domestic animals and in learning their habits and uses. It would puzzle a far wiser person than I am to answer many of her eager questions.

Her power of imitation is strongly developed. Her memory is retentive, and her curiosity insatiable. The relation of things she quickly perceives,—so quickly that she seems sometimes to divine our very thoughts.

By way of illustration I will give a few of the many instances where she has exercised this inexplicable mental power.

She has never been told anything about death or the burial of the body, and yet on entering the cemetery for the first time in her life, with her mother and myself, to look at some flowers, she laid her hand on our eyes and repeatedly spelled, "cry,—



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cry." Her eyes actually filled with tears. The flowers did not seem to give her pleasure, and she was very quiet while we stayed there.

Her grandmother told Mrs. Keller in Helen's presence that orange peel soaked in wine made a nice flavoring for cake. Mrs. Keller gave Helen the orange peel and showed her how to cut it up and put it into the jar. As soon as Helen had done this, she went to her mother and spelled, "wine"; nor would she be satisfied until the wine was added to the jar.

One of her dolls was knocked off a table and broken. As we were tired of seeing it lying about Mrs. Adams said to Mrs. Keller, "give it to Bessie,"—a little negress on the place. Instantly Helen said, with her fingers, "Helen will give Bessie doll."

On another occasion while walking with me she seemed conscious of the presence of her brother, although we were distant from him. She spelled his name repeatedly and started in the direction by which he was coming.

When walking or riding she often gives the names of the people we meet almost as soon as we recognize their presence. Frequently when desirous of making suggestions to her, outside of the routine of her studies or her daily life, she will anticipate me by spelling out the very plan I had in mind.

Of necessity much must be omitted which would be of interest concerning this remarkable child. Her progress so far has been most gratifying. With great patience and perseverance she is constantly adding to her little store of knowledge. Every day finds some new task completed, some fresh obstacle overcome.

This wonderful story narrating, as it does, concisely, but with force and clearness, the simple facts relating to the education of one of the most remarkable children in existence, is full of profound interest, not only to scholars and men of



science, but to all thinking persons. Helen's progress will continue to be carefully watched in the future as it has been in the past, and every new development will be faithfully recorded by her devoted teacher.

All which is respectfully submitted by

M. ANAGNOS.



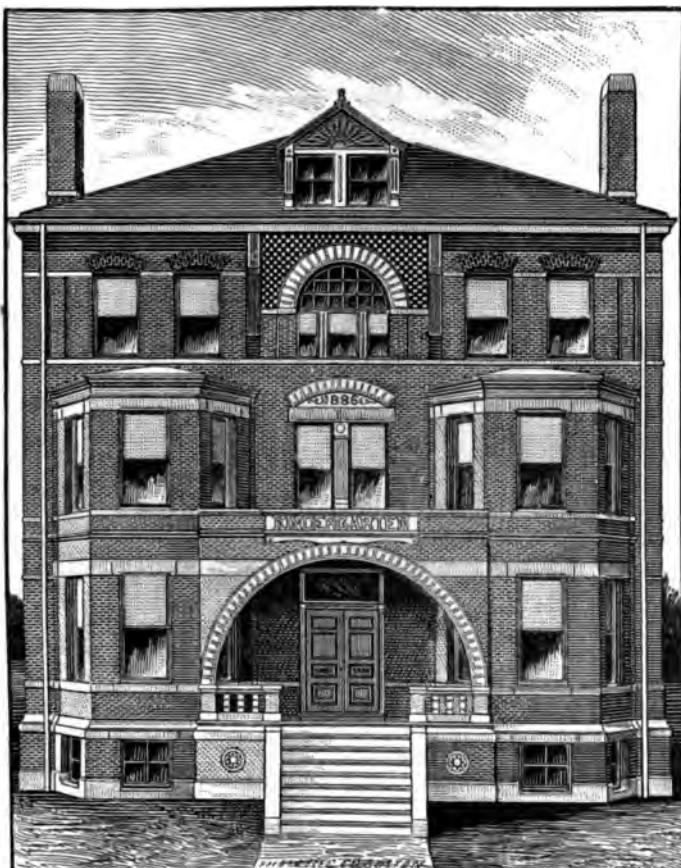


FIRST ANNUAL REPORT

OF

THE KINDERGARTEN FOR THE BLIND,

SEPTEMBER 30, 1887.



BOSTON :
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1888.



Komm, lasst uns den Kindern leben.

FRIEDRICH FROEBEL.



OFFICERS OF THE CORPORATION.

1887-88.

SAMUEL ELIOT, *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

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VISITING COMMITTEE.

[At a meeting of the board of trustees, held July 2, 1887, the following vote was passed unanimously :—

Voted, That the board of trustees appoint a visiting committee on the kindergarten consisting of twelve ladies, who shall visit the kindergarten and consult with the matron on its domestic affairs and extend towards the children such kind notice and advice as they may deem proper.]

Mrs. ELIZABETH C. AGASSIZ. Miss BESSIE ANDREWS. Mrs. WILLIAM APPLETON. Mrs. MAUD HOWE ELLIOTT. Miss CLARA T. ENDICOTT. Miss SARAH B. FAY.	Mrs. JOHN L. GARDNER. Mrs. THOMAS MACK. Mrs. ROBERT TREAT PAINE. Miss EDITH ROTCH. Mrs. NATHANIEL THAYER. Mrs. ROGER WOLCOTT.
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OFFICERS OF THE KINDERGARTEN.

DIRECTOR.

M. ANAGNOS.

ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M. D.

Miss ISABEL GREELEY, *Matron.*
Miss NETTIE B. VOSE, *Assistant.*

Miss FANNY L. JOHNSON, *Kindergartner.*
Miss M. A. SWAN, *Kindergartner.*

Miss LILIAN MAY FLETCHER, *Special teacher to Edith Thomas.*



INCORPORATION OF THE KINDERGARTEN.

ON application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act of incorporation was passed by the legislature at its last session :—

Commonwealth of Massachusetts.

In the year one thousand eight hundred and eighty-seven.

A N A C T

TO AUTHORIZE THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND TO HOLD ADDITIONAL ESTATE FOR THE PURPOSE OF A KINDERGARTEN FOR THE BLIND.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows :—

SECTION 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of KINDERGARTEN FOR THE BLIND, and to hold for this purpose real and personal estate to an amount not exceeding two hundred and seventy-five thousand dollars in addition to the amount it is now authorized to hold.

SECT. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

SECT. 3. This act shall take effect upon its passage.

Passed to be enacted. HOUSE OF REPRESENTATIVES, March 14, 1887.
CHAS. J. NOYES, *Speaker.*

Passed to be enacted. IN SENATE, March 15, 1887.
HALSEY J. BOARDMAN, *President.*

MARCH 15, 1887.
Approved.

OLIVER AMES.

SECRETARY'S DEPARTMENT, BOSTON, March 30, 1887.
A true copy. Witness the Seal of the Commonwealth.
HENRY B. PEIRCE,
Secretary of the Commonwealth.



KINDERGARTEN FOR THE BLIND.

FIRST ANNUAL REPORT OF THE DIRECTOR.

“ Henceforth their tears shall cease to flow,
Nor shall they utter plaint nor sigh,
Who, having drunk the draught of woe,
For joy’s sweet cup may set it by.”

MRS. JULIA WARD HOWE.

TO THE BOARD OF TRUSTEES.

Gentlemen,—Of all the new-born blessings that have come during the past year, bringing their prophecy, their hope and cheer, like the melodious benediction of the advent angels, the inauguration of the kindergarten for little sightless children is the most precious.

For some time past the consummation of this project has been the uppermost thought in my mind and has completely controlled my energies, and it is with a sense of unalloyed satisfaction and ineffable pleasure that I present the first annual report of the infant institution.

Who does not rejoice in the success of a benevolent enterprise so full of promise to the blind, so honorable to the community at large, so creditable to our civilization and so encouraging to the friends of suffering humanity and of social progress?

Before proceeding to give a brief account of the organization of the kindergarten, and of its actual operations during the past five months, I beg leave to repeat here a few remarks of an historical character which were primarily prepared for another purpose.

ORIGIN AND GROWTH OF THE KINDERGARTEN.

" From the low prayer of want and plaint of woe,
O never, never turn away thine ear !
Forlorn in this bleak wilderness below,
Ah ! what were man should heaven refuse to hear ? "

BEATTIE.

The plan of establishing a kindergarten and primary school for the blind had its origin in a careful study of the condition and needs of a large number of little children and in an ardent desire to shield them from all pernicious influences during the springtime of their lives, as well as to bring within their reach the inestimable benefits of home and the means of physical, mental and moral development.

We learned by experience a long time ago that our system of education, with all the progress and improvement it had constantly been making, was not yet complete. An essential element was lacking at its very base. The link necessary to attach its chain to a solid foundation was missing. For reasons relating partly to the want of room, but chiefly to the undesirableness of congregating or

herding promiscuously together under the same roof little blind children and older boys and girls, no satisfactory provision could be made for the instruction and training of the former, no light could be procured to illumine their pathway and reveal to them the many things that without its help must lie hidden in darkness.

It is unquestionably true, however, that these tiny members of the human family are in greater need of early attention and of wise cultivation of their faculties than their seeing brothers and sisters. The ills attendant on their infirmity and, in many instances, the nature of their environment make their claim for outside aid an imperative one. Midnight darkness enshrouds them from the cradle, and no twinkling star-gleams light their pathway. Born, for the most part, among the poorest and most ignorant classes of society and cut off from all healthful enjoyments, they enter upon the career of their existence with weary heads, aching hearts and feeble footsteps. From the nature of their calamity they start out handicapped in the race of life, and they too often fall back into idleness and stolidity. Distress, danger and disease surround them everywhere. Scarcely a ray of gladness illuminates the dreary monotony of the days and weeks and months of their sad lot. They are exposed to all sorts of poisonous influences which stunt their physical growth, dwarf their mental development, and render them victims



to an intellectual blight that often approaches closely to imbecility. The word "home" is a travesty when applied to the dismal abodes in which they pine away and wither beneath the biting frosts of destitution and neglect. Buffeted hither and thither they crawl out into the sunlight, half-frozen and half-starved. Enveloped by the thick clouds of want and privation they are beyond the reach of the vivifying warmth of happiness in childhood, and, as a consequence, they seldom develop those latent stores of spiritual heat which feed the noblest forces of the being. The tempestuous storms of wretchedness roar over and around them. Grief and sorrow are their habitual visitors, if not their constant companions. In short, affliction and misery constitute the upper and the nether millstone between which they are threatened with being crushed and ground forever.

"Alas! misfortunes travel in a train,
And oft in life form one perpetual chain."

What a gloomy aspect the condition of these hapless children presents to all feeling and sympathetic persons! Who can stop to think of it without a throb of the heart? Who can measure the depth and breadth of their woes and sufferings and attempt to picture them to himself or relate them to others without a tear?

"Quis talia fando
Temperet à lacrymis?"



Now reflection, experience and common sense all combine to show that the salvation and future welfare of these children depend wholly upon their being removed from their gloomy habitations before vice and error can take root, and placed in a pleasant and cheerful home—a veritable sunny nursery—where the golden beams of education will shine upon them, and the silken cords of judicious care and parental love twined together will draw them out of the darkness of misery, sloth and torpor into the glorious light of comfort, diligence and activity. In the great procession of humanity it depends upon us whether their places shall be high or low, good or bad, pure or vicious, useful or helpless.

There is nothing so important for them as primal work. Energetic husbandry in the spring brings a good harvest in the summer. For formative purposes childhood is the most valuable period. It is humanity's fortress against the encroachments of sin. Its influences resemble the letters cut on the bark of a young tree which grow and widen with age. The impressions made during its early bloom are never effaced. Like a mirror it reflects in after-life the images of the objects which were first set before it. The ideas implanted in the mind at the very dawn of intelligence are like seeds dropped into the ground—they lie there and germinate for a time, afterwards springing up in acts and thoughts and



habits. Gœthe's words, "early training makes the master," express a truth which is confirmed by universal experience. Unless the soil is well husbanded in season, and freed entirely from all baneful growths, brambles will choke the rising flower-plants, and the harvest will yield noxious weeds in place of delicious fruitage. It was Juvenal who said that the man's character is made at seven, and that what he is then he will always be. This may seem a startling assertion, but Lycurgus, Plato, Aristotle, Plutarch, Bacon, Locke and Lord Brougham, all emphasize the same idea. Philanthropists, thinkers and leading educators of recent date bear convincing testimony to its correctness. Nor is there a single dissenting voice on this point among those who devote themselves to the cause of the elevation of the blind. On the contrary they all agree with perfect unanimity that the period of early childhood, when mind and character are alike pliable, is the time most favorable to the eradication of vicious propensities and to the development of latent possibilities for good; and that infant schools, organized and carried forward on the kindergarten plan should constitute the first round in our educational ladder.

Froebel's system is admirably suited to the instruction of little sightless children. It provides for the nourishment of each root of the being. It cultivates head, heart and hand, and makes the body agile and lithe. It is the water turned upon

the wheel to set it in motion. It is the rain and dew and sun to evoke the sleeping germ and bring it into self-activity. It is the best agency for drawing out all that lies dormant in infant nature, for directing the budding faculties, guiding the instincts and desires, and furnishing the right food for mental and moral growth. Its plays and games, enlivened by music, form a beautiful series of gymnastic exercises adapted to tender years and filled out with the buoyancy of pure sportiveness. Habits of observation, industry and attention, accuracy of perception, a sense of harmony, fertility of imagination, manual dexterity and the first principles of reasoning are all taught by means of the gifts, or simple toys, in a most rational and impressive manner. Whatever comes in at the open door of the senses is turned into practical power. In their occupations in the kindergarten the children are trained to handle, reconstruct, combine, invent and create. They must work for what they obtain. They learn through doing. Thus they develop patience, perseverance, skill, self-control and force of will. They are encouraged by what they accomplish to aspire to fresh achievements. Their knowledge is transformed, by degrees, into an element of production, or assimilated into character and competency for the highest uses of life. Moreover, Froebel's system affords to the blind unequalled facilities for gaining an adequate conception of forms of



various kinds, and rare opportunities for the practice and refinement of their remaining senses, especially that of touch, which is the most important factor of their education.

To procure for the little ones this early training of head, heart and hand has long been a matter of profound interest and constant study. Hence was conceived the thought of a kindergarten for their benefit. The idea gradually took definite shape, and a movement was inaugurated to carry it out. Earnest appeals were frequently addressed to the friends of humanity, beseeching them to join in the effort to throw around the little victims of affliction the mantle of protection and care, and to lead them —

“Out of shadow into sunlight,
Out of darkness into day.”

The importance of the project, set forth in all its humane and educational, as well as in its economical and social phases, and urged upon the community at large with steadfast persistence, became evident to a large number of persons, seized upon their feelings and sympathies, and stimulated them to action. The phalanx of the promoters of the undertaking grew very rapidly in size and influence, and the means and methods which they devised or pursued for raising money constitute a most touching chapter in the annals of philanthropy. Seldom have so many hands been

stretched forth in aid of an educational enterprise. Concerts, entertainments, fairs, sales, exhibitions and subscriptions have all been resorted to, from time to time, in its behalf. The contributions came not from the great heart of Boston alone, which usually supplies the vital forces for all beneficent works, but various parts of New England responded to our call as they were moved by personal or public appeals. Many of the kindergarten schools, both large and small, situated in town and in the country, have sent their offerings, often accompanied by affectionate and encouraging messages. Little children have added their gifts with a loving spirit which magnified their intrinsic value. Young women, struggling hard for subsistence, have contributed their mite with exemplary self-denial; and, at the Perkins Institution, both teachers and pupils have labored untiringly in furtherance of the cause. The poor from the rude bench of toil, the rich from the velvet cushions of ease and affluence, the chief worshippers of Apollo and the muses from the summits of Parnassus, the strong and healthy from the field of their occupations, the lame and invalid from the depths of their imprisonment,—all vied with one another in the endeavor to render the lives of their little sightless friends more bright. Through their kind efforts and unceasing exertions funds were obtained, a large and suitable estate was purchased, a commodious and substantial building



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was erected and furnished—in a word, what seemed to be a mere dream some five years ago has now become an accomplished fact; and Massachusetts again leads the way in the march of progress by establishing the first kindergarten for the blind.

DEDICATION OF THE NEW BUILDING.

“Dedicate to nothing temporal.”

SHAKESPEARE.

The 19th of April last was a most significant day in the history of the kindergarten. It saw the consummation of a part of the fondest hopes of its projectors, and marked the completion of the fine spacious building and its formal dedication to the use of little sightless children.

There was a pressing demand for admission cards, but the number issued was strictly limited to the seating capacity of the hall. A distinguished company, representative of the benevolence, the intelligence, the refinement and the wealth of our community, attended the ceremonics. Never before have so many of our best citizens manifested such a deep interest in the welfare of the blind.

The exercises were all that could have been desired. Dr. Samuel Eliot presided and was at his best. He told the story of the project in a most admirable manner and paid a very beautiful tribute to the memory of its departed friends

and promoters. His words were so full of force and pathos that they seemed like sparks of fire leaping out from the forge of earnestness. Dr. Peabody used no exaggerated figure of speech in saying that he "had never heard eloquence more genuine, more fervent or better adapted to uplift the souls, warm the hearts and stimulate the generosity of those who listened." No less effective, discriminating, graceful and cogent were the addresses made by Rev. A. P. Peabody, D.D., Rev. Phillips Brooks, D.D., Rev. C. A. Bartol, D.D., Rev. Brooke Herford, Hon. J. W. Dickinson, and Mr. John M. Rodocanachi, the Greek consul; while the poem which was expressly written for the dedication by Mrs. Julia Ward Howe was a "gem of the purest lustre." The exercises were interspersed with excellent vocal and instrumental music furnished by the students of the Perkins Institution. The ceremonies were most impressive and interesting in all their features.

The influence of such an occasion could not be lost. Its echoes passed out into the social atmosphere and continued to vibrate there in ringing tones; and we can joyfully look towards the future, hoping that the tiny educational tree so auspiciously planted and so deeply rooted in the hearts and sympathies of a community whose generosity is proverbial, will thrive and spread its branches over all parts of New England, constantly bearing richer fruits and continuing to be



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a blessing to humanity. We see as yet only the tips of its fair leaves as they are bursting from the calyx. It is reserved for the coming years to behold a most lustrous and fragrant bloom.

But while there is much in this garden of beneficence to cheer and encourage its friends and benefactors, there is also not a little to stimulate them to more earnest work, greater consecration of their energies, and larger gifts.

OPENING OF THE KINDERGARTEN.

“ Large was the cave, but scarce at noon of day
The winding mouth received a feeble ray ;
Yet from an opening to the right appeared
A beam of sunshine that the dwelling cheered.”

HOOLE.

Immediately after the dedication of the building the arrangements for the organization of the kindergarten were completed, and on the second day of May its doors were thrown open for the reception of pupils.

Owing to the want of sufficient funds only a small proportion of the little lambs — for whose rescue so many strenuous efforts have been put forward — was brought to the fold; but as soon as the necessary pecuniary means are procured none will be allowed to remain out of its luminous pale and grope in darkness.

It was a delightful and grateful privilege, that of welcoming the first cluster of ten pupils within



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the walls of the dwelling that is brightened and cheered by the beams of intellectual and moral sunshine.

Thus the infant school was fairly launched on its career of usefulness, and the beginning of its active operations marks the birth of a new era in the education of the blind. Its work is carried on with regularity and good results, and we extend a most cordial invitation to its numerous friends and patrons to visit it and walk about its halls and schoolrooms, so that they may receive the silent but expressive blessing of its tiny pupils and learn in the true though mute eloquence of these humble individuals the luxury of doing good.

NUMBER AND CONDITION OF THE CHILDREN.

“ Little by little the seed we sow,
Into a wonderful yield will grow.”

The total number of pupils so far received at the kindergarten is 17. Of these 11 are girls and — 6 boys. There are 4 more candidates who have already been accepted and will soon be admitted.

One of the little girls, Edith M. Thomas of Maplewood, is both blind and deaf. Of the peculiar characteristics of this case we will speak presently.

A brief statement of a few particulars and simple facts relating to the bodily and mental



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condition in which some of the children were when brought to us seems to be in order here; for it will give a better and clearer idea than could otherwise be obtained of the misery and wretchedness of their surroundings in some cases and of the ignorance and indulgence of their guardians in others. It will also bear convincing testimony to the imperative necessity of primal work and of the measures which have been urgently advocated for the mitigation of the cruel blows of fate and the woes produced by neglect.

H. R——, aged 7 years, on entering the school was very delicate and feeble in body, and so indolent both mentally and physically that she manifested no interest in anything, and was averse to making the slightest effort in any direction. She had evidently been tended and cared for like a baby, and was nearly as helpless. After having been assisted in dressing and undressing several times she was allowed to take off her clothes alone. She succeeded in getting her feet into the neck of her night-gown, and then stood helpless. She had to be dragged out of doors to take exercise, and when the matron tried to teach her to pick up small stones and throw them, her unwilling and unskilful fingers feebly tossed them into her own face. In a few weeks her little pale countenance had begun to look rosy. She had gained in flesh and walked with a firm step. She had learned to dress and undress herself with but

slight assistance, and willingly performed the little exercises in which she was trained.

R. A. W—, aged 9 years, is the child of very poor parents, who live in the narrowest and most unhealthy quarters. Her condition on entering the school bore witness to the bad results of over-crowding and neglect, which made it necessary to have her head carefully shaved, as well as to take other measures to ensure cleanliness. She is a very intelligent and interesting little girl, and promises to do well.

C. B. S—, although the oldest pupil in the school, seemed at first to be one of the most hopeless cases, on account of her utter lack of manual dexterity. She had a habit of leaning forward, rocking her body to and fro, and shaking her arms and hands convulsively. Her fingers were like sticks, and, despite the fact that she is ambitious to acquire skill in using them, and is interested in her tasks, the difficulty with which she learns enforces the truth that early training is indispensable for the fullest development. She has already improved a good deal, however, and performs some of the simplest kindergarten work with a fair amount of skill. She greatly delighted her teacher recently by standing erect and quite still while repeating a little poem she had learned.

W. L—, aged 6 years, is the youngest child in the group. Although very small in size and utterly helpless he is quite intelligent and very

loquacious. The following letter, which was written to his mother from his dictation, is a fair sample of his mental capacity: —

Mamma, how are you getting along? I am getting along pretty well. Very good letter I writ now.

How is Mary Jane getting along? Is she coming to see me? Is she going home? — and she's home now. It's a funny letter.

I writ Miss Bangs. I put on, "Dear Miss Bangs." Don't tell her that! — shows I thought of her, doesn't it?

Mamma, are you coming to see your boy?

EDITH M. THOMAS, blind and deaf. This little girl was born in 1879, in Chelsea, Massachusetts. She was a very bright and active child, physically and mentally well developed. At the age of four years she was attacked with malignant scarlet fever and diphtheria. She was unconscious for a long time, and little, if any, hope was entertained of her recovery. She finally rallied, however, but her sight was gone, and the loss of the senses of hearing and smell and of the power of speech gradually followed. At the age of six years she had become totally deaf. Owing to the loss of hearing her speech degenerated, becoming less frequent and more inarticulate, until it has now ceased almost entirely. Only at rare intervals, and under the impulse of some powerful emotion, she utters a few words. It is only a few weeks since she entered the kindergarten. She is physically strong and healthy, and eager to



examine every new thing which comes within her reach. She is especially fond of playing and romping out of doors. Both confinement and mental application are irksome to her. When she came to the school no channel of communication with her mind had yet been opened, and what she did was simply an imitation of what had been done within her range of touch. A competent teacher has been procured for her, under whose tuition she has commenced learning the finger alphabet, and has already mastered four or five words. She can dress and undress and feed herself very well. She rolls up her napkin and puts it in the ring, and seems to be, by nature, skilful with her fingers.

This account might be enlarged by the addition of several other cases, but these are sufficient to illustrate the tale which has been often told, and to set its moral in relief.

OFFICERS AND TEACHERS.

"Now, trust me, 't is an office of great worth,
And you an officer fit for the place."

SHAKESPEARE.

The present corps of officers and teachers of the little school consists of the matron, Miss Isabel Greeley; two kindergartners, Miss Fanny L. Johnson and Miss Maria A. Swan; and an assistant matron, Miss Nettie B. Vose.

The experience of the past few months enables

me to say that the selection of all these persons was a fortunate one, — for every one of them has proved to be true to the trust reposed in her, devoted to the welfare of the pupils, and faithful in the performance of the work allotted to her. But we were peculiarly fortunate in the choice of the principal officer.

The matronship of the kindergarten is a place of responsibility and importance. It may be properly likened to the heart of the organic structure of the household. Hence its occupant must be a person of rare gifts. She must unite excellent moral character and uncommon intelligence with good judgment, executive ability, talent for practical business, winning manners, tact, industry, patience and genuine motherly love for children. Moreover she should be entirely free from the vice of selfishness, as well as from the dreadful chronic disease of fault-finding, the victims of which are out of harmony with their environment wherever they may be, while in a public institution they become veritable nuisances. Miss Greeley is, both by nature and attainments, eminently fitted for the varied and exacting duties of the office. Blessed with a cheerful disposition which inclines her to look steadily on the sunny side of things, and animated by an ardent desire to promote the interests of her charge, she fills her position with marked efficiency, gentle firmness and dignified urbanity. Thus far her administration of the affairs

of the kindergarten has been so prudent and economical as to merit the unreserved commendation of your board and the approval of the friends and patrons of the establishment.

Miss Johnson, the teacher who first organized the classes and instructed them for several months alone, is a well-trained and capable kindergartner, a thorough believer in Froebel's methods and practices, and has proved herself very successful in her work.

Miss Swan has been recently employed to take charge of the little boys, and is striving conscientiously to become acquainted with their special requirements and to give satisfaction in the performance of her duties.

Miss Vose is a valuable assistant to Miss Greeley. Like her chief she is very fond of children, and her daily ministrations to their wants, enhanced by the amiableness of her character and the sweetness of her disposition, are a source of comfort and happiness to them.

One of the leading physicians of Jamaica Plain, Dr. Henry W. Broughton, has kindly consented to attend, gratuitously, to any cases of illness which may occur among the children, and I am glad to avail myself of this opportunity to tender to him my cordial thanks and grateful acknowledgments.

**FINANCIAL STATUS OF THE KINDERGARTEN.**

" All debts are cleared."

SHAKESPEARE.

At the dedicatory ceremonies of the kindergarten reference was made to its financial status, with special emphasis, by several speakers. It was then announced that, despite the strenuous efforts which had been put forth to raise the necessary funds, the amount of \$11,000 was still needed to complete the payments for building and furniture. In addition to this the sum of \$5,000 was required for the current expenses of the year.

The Rev. Phillips Brooks, on being informed at the close of his eloquent address of the exact pecuniary condition of the infant school, asked permission to make a few supplementary remarks on this point, and spoke as follows:—

Will you allow me to say, before the next speaker is announced, that I was not aware, while I was speaking, of exactly the financial condition in which this kindergarten stood? I have heard, since I finished what I said just now, some particulars which I did not know then; and I have also received one communication which I feel that I must make to this meeting, and then leave it to its responsibility. I understand that there is a debt of eleven thousand dollars upon this kindergarten as it stands today. One person now present offers to give one of those eleven thousand dollars provided the other ten be also given. Such a communication ought to be put immediately before the rich and generous people of Boston who are here this afternoon. The promise of one-eleventh

ought certainly to lead people to think whether they are not able to give their elevenths of it, and so let this institution go forth absolutely without a debt to the good work which it will have to do.

The warm and hearty approval with which these words were received indicated that they sank deep in the souls of those present, and touched a responsive chord in their feelings.

At the end of the meeting Dr. Eliot came forward with a generous gift of money which he had brought with him for the purpose. He was followed by that Nestor of Boston's benevolence, Mr. William Endicott, Jr., who started from home for the kindergarten with one of the elevenths in his pocket. In the forenoon of that day a letter was received from Mrs. William Appleton, in which she expressed her regrets at her inability to attend the exercises and at the same time enclosed her eleventh.

On the following morning Mrs. John L. Gardner, who was the authoress of the anonymous communication read by Dr. Brooks, sent her eleventh, and appealed to others to do likewise. Her efforts in this direction bore fruit. Then the chorus of liberal givers was joined by such stanch friends and constant benefactors of the blind as Mrs. J. Huntington Wolcott, Miss Edith Rotch, Mrs. Sarah S. Russell, Mr. T. Jefferson Coolidge, Mrs. Martin Brimmer, Miss Louisa M. Alcott, Mrs. Benjamin Rotch, Mr. William

Amory, Mrs. J. Templeman Coolidge, Miss Helen C. Bradlee, the Orpheus Musical Society, Miss S. G. Littell, Mr. John Foster, Mrs. Sarah M. Pratt, Mrs. Louis Agassiz, Mr. and Mrs. Charles Merriam, Rev. Dr. Bartol and sister, the Misses Crusts, Mrs. M. Day Kimball, Mrs. David P. Kimball, Mr. William Montgomery, the Misses Cheever, Mrs. N. M. Field of Monson, and a host of others. It seemed as if the hearts of the entire community were beating warm and high toward the kindergarten. The result of this manifestation of active sympathy and good will—which shone like a fair white star in the firmament of beneficence—was most gratifying. It was publicly announced on a subsequent occasion that the whole amount of \$11,000 had already been contributed.

Many were the warm friends and enthusiastic promoters of the cause of the little sightless children who assisted in the accomplishment of this noble end; but foremost among them was the honored and revered president of our corporation, Dr. Samuel Eliot. By the use of his pen and by his eloquent addresses he called public attention to the matter, and it was mainly due to his exertions that a fresh interest was awakened in many directions and substantial aid was secured in the way of donations and subscriptions.



**IMPERATIVE NEED OF AN ENDOWMENT OF
\$100,000.**

“ Hard and long has been the contest,
 But the victory is sure.
There is no doubt of the conquest,
 If we to the end endure.”

It is matter for thanksgiving and rejoicing that the incubus of debt has been lifted, and that the infant institution, like a fine vessel substantially built and well rigged, has been auspiciously launched on the voyage of its usefulness free from encumbrances. This was indeed a grand step in the right direction, full of cheer and encouragement, and we pray most fervently that it may be followed by others of equal importance and greater significance. What is now imperatively needed to place the kindergarten on a solid financial basis is an ENDOWMENT FUND OF \$100,000, of which the income only should be used for current expenses, without encroachment upon the principal. This is the anchor of its safety, the prime condition of its growth, the talisman of its stability. Without a reliable source of revenue it cannot thrive and prosper; for this alone, and not the uncertain fruits of spasmodic effort, can infuse into its existence the sense of vitality and the essence of security. No matter how great an enterprise is in its conception and how beneficent in its purposes, freedom from pecuniary anxiety is

not merely a desideratum, but an indispensable element of its success.

The sum of nearly \$3,000 has already been contributed towards this permanent fund, and we appeal to the generosity and benevolence of the friends of suffering humanity for the balance. We beg for a consideration of this object by those who are favored with the stewardship of riches and who are making plans for usefulness and beneficence. By gift, donation, annual subscription or legacy,—in some way we ask them to help us.

Will not the knights of wealth, as well as the public in general, assist in the endeavor to rescue some of the humblest and lowliest and most helpless children from the very jaws of wretchedness, and enable them to stand erect and walk in the paths of independence, virtue, dignity and self-respect?

We hear of hundreds of thousands of dollars being bequeathed every year to educational institutions. Will this stream of money pass by on the other side to enter the treasuries of wealthy colleges and universities already richly endowed and amply provided for? Have the little sightless children—neglected, underfed, scantily clad and suffering for want of proper care—no claims on the remembrance and kindness of the favorites of fortune? We plead, we implore, we entreat, that their cause shall remain forgotten no longer, and

that they shall not be denied a few crumbs at least of the rich intellectual and artistic feast which is constantly being increased both in quantity and variety for those who are in full possession of all their faculties.

HOPEFUL OUTLOOK OF THE FUTURE.

"I dimly guess from blessings known
Of greater out of sight."

WHITTIER.

In closing this report it affords me very great pleasure to state that the kindergarten has had a most auspicious beginning, and that it continues to receive constantly many evidences of regard and sympathy from all classes of society. Thanks to the assiduous efforts of its friends and to the generous assistance of its benefactors, it has won its way to public recognition and has been accorded a prominent place in the ranks of the most favored philanthropic enterprises. Its value as one of the most potent agencies in the education of the blind is universally acknowledged, and the signs are not wanting that the success which it has already attained is not only a demonstration of its beneficence, but also a harbinger of greater blessings to come.

Strong in the hope that active and efficient measures will be speedily taken to secure a firm and lasting foundation for the kindergarten, we look back upon its early history with gratitude,



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contemplate its present condition with pleasure,
and await the future with great confidence.

For a concise account of what has been done
in the infant school during the brief period of its
operations I refer you to the report of the matron,
which is hereto appended.

All which is respectfully submitted by

M. ANAGNOS.

REPORT OF THE MATRON.

To MR. M. ANAGNOS, *Director.*

SIR,—In making the first report of the kindergarten for the blind we are necessarily limited to giving an account of the simple beginning of the work.

The edifice provided for this object and recently dedicated opened its doors for the reception of pupils on the second of May of the present year. On that day ten children were received who completed one term of eight weeks,—the term closing June 29th for the summer vacation. Not until the school reopened in September did it enter upon its first full year of existence.

Never before, we believe, has a work of this kind been so favorably inaugurated under such suitable and complete conditions, and with such superior advantages for the early education of those whose physical limitations prevent them from pursuing studies by the usual methods furnished at the common schools. With thanksgiving word and song the kindergarten was dedicated to be the home of childhood, the school where true and harmonious development might be possible, the garden where each plant could grow in all beauty and usefulness. No indifferent hand had planted or builded here. Imprinted upon the prosaic walls of stone and brick was the benevolence of the community; into the very structure were wrought the tender ministrations of children,



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the noble munificence of men and women; and when the building was completed and these little ones with unseeing sight came hither, they caught at once the animating spirit of the place, felt the gracious influence, the sunny attractiveness of their surroundings, and love, order and contentment were the first fruits of the enterprise.

The class numbered seven girls and three boys, the youngest of whom was six and the eldest ten years of age, the average age being eight years. There was no delay in taking up the simple course of instruction previously marked out; from the first day unto the last the life progressed harmoniously, and the quick response of the child's mind to the adaptive power of the system here taught was made apparent, as it has so often been before. One fact which has been many times reiterated was made palpably evident in this brief initial term, namely, that the earlier sightless children can have the benefit of kindergarten instruction, the better it will be for them, the younger the child, the more satisfactory will be the result. No question of expediency can be worth considering when the child's development imperatively demands that this training be begun at the earliest practicable age. The lack of mental and physical momentum in all children, even the most promising ones, of this class is too apparent to be gainsaid; and the surest and happiest antidote for listless inactivity, the best corrective of abnormal habits, is found to be intelligent occupation. Some children have this in their homes, but many do not. This is eminently what the training at the kindergarten for the blind bestows. It diligently cultivates all the senses



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that remain to the sightless child, for when one avenue to the soul is closed light must enter in some other way. Ours be the gentle task to teach them —

“The sunshine by the heat,
The river's silver flowing
By murmurs at their feet,
The foliage by its coolness,
The roses by their smell,
And all creation's fulness
By love's invisible.”

In eight weeks there was a noticeable improvement in the physical appearance of these children, due, we believe, to the regular employment of mind and body, and to physical exercise in the open air and in the gymnasium. No better evidence is needed to show the success of the work done by the teacher than was seen in the eager enthusiasm of the children for their kindergarten pursuits, and the marked progress made by them from day to day.

The vast possibilities of the work are alluring. This opportunity for intelligent monopoly of these early fleeting years of childhood is infinitely valuable and precious. Its solemn responsibility should be no temptation to renounce it. People can stand aloof and show their pity, but sympathy is the truer relation between souls. It makes each the helper of another. It renders work a pleasure and life a song.

Respectfully submitted by

ISABEL GREELEY,

Matron.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, minerals and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To Mr. Henry Lee Higginson we are under great and continued obligations for thirty season tickets to the series of twenty-four symphony concerts, and for twenty-eight tickets to an extra symphony concert.

To Mr. Eugene Tompkins, proprietor, and Mr. Henry A. McGlenen, manager of the Boston Theatre, for a pass admitting parties of above fifty in number to five or six operas.

To the Händel and Haydn Society, through its secretary, Mr. E. B. Hagar, for twenty-eight tickets to one concert.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of four concerts.

To the Boylston Club, through its secretary, Mr. F. H. Ratcliffe, for eight tickets to each of six concerts.

To the Cecilia, through its secretary, Mr. George D. Coale, for an average of eighteen tickets to each of four concerts.

To the Euterpe Society, through Mr. Arthur Foote, for an invitation to two concerts. To an anonymous friend, for two tickets to the same.

To the Boston Chamber Concert Society, through its secretary, Mr. John Cone Kimball, for ten tickets to each of eight concerts.

To Mr. Arthur Foote, for five tickets to one pianoforte recital and for a pass to one organ recital.

To Mr. Willard Burr, through Mr. George J. Parker, for an invitation to one concert.

To Mr. H. W. Holland, for four tickets to one concert.

To Mrs. M. Gascoigne Bullard, for an invitation to one pianoforte recital.

To Miss Anna M. Dunlap, for six tickets to one pianoforte recital.

To Abby W. Stone, for ten tickets to a pianoforte recital given in aid of the Children's Hospital.

To Ladies Schumann Quartette, through Mr. George J. Parker, for twenty tickets to one recital.

To Mr. George J. Parker, for ten tickets to concerts given by Miss H. Louise Laine and Miss Harriet Allen.

To Mr. Julius Eichberg, for twelve tickets to one violin recital.

To Mr. William Apthorp, for twelve tickets to each of four lectures on music.

To Rev. J. J. Lewis, pastor of the Broadway Universalist Church, for a general invitation to their concerts and lectures.

II.—Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and readings given from time to time in the music hall of the institution we are greatly indebted to the following artists : —

To Mr. Arthur Foote, assisted by Mr. George J. Parker, for one concert.

To Mrs. William H. Sherwood for two pianoforte recitals.

To Ladies Schumann Quartette, assisted by Miss Harriet Allen, pianist, and Mr. George J. Parker, vocalist, for one concert.

To Mr. Charles A. Bond, assisted by Miss Ada Drew and Miss Edith Hatch, vocalists, and Mrs. Jessie Hinckley Waterhouse, reader, for one concert.

To Mr. Homer A. Norris, organist, assisted by Miss Charity Martin and Mrs. Carrie Carper Mills, vocalists, and Miss Fanny Payne, pianist, for one concert.

To Mrs. Erving Winslow, for one reading.

To Mr. George J. Parker, assisted by Mrs. Ella Cleveland Fenderson, vocalist, and Mr. Pennington, accompanist, for one concert.

To Mr. Ernst Perabo, assisted by Miss Nora Bannfield, for one pianoforte recital.

To Prof. Carl Baermann, for one pianoforte recital.

III. — Acknowledgments for Books, Specimens, etc.

For various books, specimens, etc., we are indebted to the following friends :—

To Mr. Andrew Newell, and the Society for Providing Evangelical Religious Literature for the Blind.

IV. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines, and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest :—

The N. E. Journal of Education, *Boston, Mass.*

The Atlantic, " "

Boston Home Journal, " "

Youth's Companion,	<i>Boston, Mass.</i>
Our Dumb Animals, 2 copies,	" "
The Christian,	" "
The Christian Register,	" "
The Musical Record,	" "
The Musical Herald,	" "
The Folio,	" "
Littell's Living Age,	" "
Unitarian Review,	" "
The Watchman,	" "
The Golden Rule,	" "
Zion's Herald,	" "
The Missionary Herald,	" "
The Well-Spring,	" "
The Salem Register,	<i>Salem, Mass.</i>
The Century,	<i>New York, N. Y.</i>
St. Nicholas,	" "
The Journal of Speculative Philosophy,	" "
The Christian Union,	" "
Church's Musical Journal,	<i>Cincinnati, O.</i>
Goodson Gazette,	<i>Va. Inst. for Deaf-Mutes and Blind.</i>
Tablet,	<i>West Va. Inst.</i> " " " "
Good Health,	<i>Battle Creek, Mich.</i>
L'Amico dei Ciechi,	<i>Florence, Italy.</i>
Valentin Haüy, a French monthly,	<i>Paris, France.</i>

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

EDWARD JACKSON, TRUSTEE, in account with the PRINTER INSTITUTION AND MASSACHUSETTS SCHOOL, FOR THE BLIND.
For the financial year ending October 1st, 1887.

	\$30,327 45	EXPENDITURES.
1886. Oct. 1, balance on hand, Dec 31, BALANCE.	\$12,550 00	
Income from invested funds --	6,963 73	
General Fund,	\$18,513 73	
Printing,	\$18,513 73	
State of Massachusetts,	\$10,000 00	
" of New Hampshire,	2,000 00	
" of Rhode Island,	1,825 00	
" of Maine,	4,000 00	
" of Connecticut,	4,875 00	
" of Vermont,	2,400 00	
Legacy, Alfred Perlman,	20,000 00	
" Henry Gassett,	1,000 00	
" Dorothy L. Dix, for Printing Fund,	100 00	
General Fund, donation,	20 00	
" received of M. Anagnos,	5,757 41	
" invested balance,	5,151 24	
Kindergarten Fund, collected,	20,400 77	
" rents,	100 00	
" unexpended balances,	18 42	
Printing Fund, received of Miss Howe to print "Queen	41 00	
" of the Patriotic Sale,"	707 04	
" sale of bonds,	210 74	
" unexpended balances,	116,000 00	
		\$61,000 00
		3,810 07
		25 00
		20,000 00
		101 05
		2 00
		60 00
		250 00
		73 20
To General Fund, paid drafts to M. Anagnos,		
" Printing Fund,		
" account on check,		
" Kindergarten, paid drafts to M. Anagnos,		
" paid bills to P. V. Hatch for legal services,		
" " " J. H. Ackerman,		
" " " safe rent for two years,		
" " " treasurer for clerk hire,		
" Invested funds, lent to A. Gladwin on mortgage		
" at 6 per cent for three years & pur-		
" chaser,		
" lent H. F. Stevenson on mortgage		
" at Medford, five years at 6 per		
" cent,		
" bought Kidd Chaise, Burlington		
" & Northern R.R. bonds at 6		
" per cent,		
" bought 34 shares Chicago, Hurting-		
" ton & Quincy R.R.,		
" paid balance due on exchange of		
" 3,000 Eastern R.R. bonds for		
" 31 shares preferred stock,		
" paid balance due on 62		
" shares Pittsburgh R.R. for 70 shares		
" preferred stock,		

Collected, Goddard mortgage—		To invested funds, bought 10,000 St. Paul, Minn. & Manitoba R.R. 4 per cent. bonds.	
" Hobbs, " " " " "	12,000.00	" " " " "	8,800.00
" House of Angel Guardian, " " " " "	10,000.00	bought 10,000 Southern Kansas R.R. 5 per cent. bonds,	
" Wm. Gray, Jr., mortgage, " " " " "	5,000.00	bought 10,000 Kansas City, Clinton & Springfield R.R. 5 per cent. bonds,	9,887.50
	5,000.00	bought estate of Lyman Locke, Fourth street, South Boston, bought estate of Oule D. Dana, un- occupied land on Fourth street, South Boston,	9,952.50
		" balance on hand,	9,974.72
Total,	32,000.00	Total,	3,028.47
			\$186,337.34

* Less interest paid on bonds bought, amounting to \$13.55.

Boston, Oct. 13th, 1887.

EDWARD JACKSON, Treasurer.

BUDGET STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND FOR THE YEAR ENDING SEPTEMBER 30, 1887.

I.—RECEIPTS.		II.—EXPENSES.	
State of Massachusetts, annual appropriation,	\$25,000.00	Maintenance,	\$42,222.80
Board and tuition, State of Maine,	4,360.00	Work department, men's shop,	2,154.94
" " New Hampshire,	2,694.00	Tuning department,	912.34
" " Vermont,	2,109.00	Rent of safe,	60.80
" " Rhode Island,	1,827.00	Hire of treasurer's clerk,	250.00
" " Connecticut,	4,822.00	of office,	250.00
" " private pupils,	425.42	Expenses of printing department,	3,624.33
			\$49,474.41
From tuning,		Kinderergarten, building,	17,151.34
" " illumination fees,		" " furnishing,	
" " boys' shop,		" " maintenance,	4,064.90
" " laundry small items,		" " insurance, taxes and repairs on prop-	2,857.90
" " interest on mortgage notes,		erty let,	
" " on South West Am. Railroad note,			1,207.43
" " on Eastern Railroad Trust Co.,		Harris beneficiaries,	25,281.63
" " on Eastern Railroad bonds,		" " legal services,	
" " on Illinois & Michigan Railroad bonds,		" " Interest on mortgages on houses bought,	
" " on Illinois, Milwaukee & St. Paul bonds,		" " accrued on bonds bought,	
" " on Houston & Texas Railroad bonds,		" " Discount of cheque,	
" " on Kansas City Mo. & St. Louis Railroad bonds,		Taxes, insurance and repairs on property from which	
" " on Chicago, Burlington & Northern bonds,		" " income is derived, general account,	
" " on Kansas City Clinton & Springfield,		" " Bills to be refunded,	
" " on Chicago, Burlington & Quincy,			
			II.—INVESTMENTS.
" dividends, Fitchburg Railroad,		Mortgage notes,	
" " Providence Railroad,		" " Chicago, Burlington & Northern R.R. bonds,	
" " Chicago, Burlington & Quincy Railroad,		" " Ten St. Paul & Manitoba R.R. bonds,	
" " Eastern Railroad,		" " Ten Southern Kansas Gulf Division, R.R. bonds,	
		" " Ten Kansas City Clinton & Springfield R.R. bonds,	
" rent, 11 Oxford street,	260.00	" " Thirty-four shares Chicago, Burlington & Quincy R.R. stock,	
" " North Boston,	255.00	" " Eastern I.R.R. bonds exchanged for preferred stock,	
" Roxbury,	732.00	" " Balance due on 62 shares Fitchburg R.R. for 70 shares	
	193.00	" " preferred stock,	
		" " 72.20	42,320.82
			26,424.72
		Real estate on Fourth and Fifth streets,	

From work department, men's shop,	:	:	2,776 58	New houses being erected on Fourth street,	:	:	
" sale of books in embossed print,	:	:	197 68	Cash balance Oct. 1, 1887,	:	:	
II.—RECEIPTS, EXCLUSIVE OF INCOME.							
From legacies, general fund, R. Perkins,	:	\$20,000 00	\$76,901 27				
" general fund, Henry Gassett,	:	1,000 00					
" printing fund, Dorothy L. Dix,	:	100 00					
" donations, general fund,	:	25 00					
" "	:	41 80					
" printing,	:	41 80					
" " Kindergarten,	:	20,08 77	\$41,574 77				
III.—COLLECTIONS AND SALE OF STOCK.							
Notes collected,	:	\$32,000 00					
Cash balance Oct. 1, 1886,	:	36,327 43					
		\$186,703 49					



ANALYSIS OF THE MAINTENANCE ACCOUNT.

WORK DEPARTMENT, Oct. 1, 1887.

STATEMENT.

Amount due Perkins Institution,	\$47,400 35
Amount of receipts over expenditures,	621 62
	<hr/>
\$46,778 73	
<hr/>	<hr/>
Cash received during the year,	\$16,278 45
Salaries and wages paid blind people, . .	\$3,676 19
" " seeing people, 2,538 81	
Amount paid for stock, rent and sundries, 9,441 83	<hr/>
	15,656 83
	<hr/>
	\$621 62
Stock on hand Oct. 1, 1886, \$7,427 38	
Adding error on stock, 13 49	<hr/>
	7,440 87
Stock on hand Oct. 1, 1887, \$4,607 91	
Receivable bills, Oct. 1, 1887, 2,244 23	<hr/>
	6,852 14
	<hr/>
	588 73
	<hr/>
	\$32 89
	<hr/>

PRINTING FUND STATEMENT Oct. 1, 1887.

<i>Receipts.</i>	<i>Expenses.</i>
Income of invested funds.	\$5,663 73
Sale of books.	797 68
Donation.	41 00
Legacy.	100 00
	<u>\$6,602 41</u>
	Labor,
	Stock,
	Electrotyping,
	Binding,
	Type,
	Machinery,
	Books,
	Board of printers,
	Freight, cleaning, etc.,
	59 80
	\$3,624 33
Balance,	2,978 08
	<u>\$6,602 41</u>

KINDERGARTEN FUND STATEMENT Oct. 1, 1887.

<i>Receipts.</i>	<i>Expenses.</i>
Donations (annuals \$210),	\$20,408 77
Rents,	998 50
Cash on hand, Oct. 1, 1886,	<u>\$21,407 27</u>
	10,239 16
	Building,
	Furnishing,
	Maintenance,
	Insurance, taxes and repairs on prop- erty let,
	1,207 43
	\$25,281 63
Balance,	6,364 80*
	<u>\$31,646 43</u>

* Of this balance \$2,896.96 belongs to the endowment fund. In addition to this there is a contract of \$5,000 for grading, making a total of \$7,896.96, which leaves a deficiency of \$1,632.16 in the aggregate expenses.

The following account exhibits the state of the property as embraced in the books of the institution, Sept. 30, 1887:—

<i>Real Estate yielding Income.</i>		
House 11 Oxford street,	\$5,500 00	
Three houses on Fifth street,	9,900 00	
House 537 Fourth street,	4,800 00	
Four houses on Fourth street, \$22,450 00		
Less mortgages,	7,000 00	
	15,450 00	
Two brick houses,	14,900 00	
Three houses corner of Day and Perkins streets, Roxbury,	7,450 00	
		\$58,000 00
<i>Real Estate used by the Institution.</i>		
Real estate used for school purposes, South Boston,	246,277 00	
Real estate used for school purposes, Roxbury,	63,482 00	
Unimproved land, South Boston,	9,975 00	
<i>Notes and Mortgages.</i>		
Mortgage notes,	197,000 00	
South Boston R.R. Co. note,	7,500 00	
<i>Railroad Stock.</i>		
Boston & Providence, 30 shares, value,	6,540 00	
Fitchburg, 70 shares, value,	6,790 00	
Chicago, Burlington & Quincy, 100 shares, value,	13,500 00	
Chicago, Burlington & Northern, 3 shares, value,	210 00	
Eastern preferred, 31 shares, value,	3,331 00	
		30,871 00
<i>Railroad Bonds.</i>		
Eastern 6 per cent., 1 at \$1,000, value,	1,250 00	
Boston & Lowell 5 per cent., 1 at \$1,000, value,	1,000 00	
Chicago, Burlington & Quincy 4s, 27 at \$1,000, value,	25,650 00	
Chicago, Burlington & Northern 5s, 14 at \$1,000, value,	14,140 00	
Chicago, Milwaukee & St. Paul 6s, 5 at \$1,000, value,	5,625 00	
Ottawa & Burlington 6s, 5 at \$1,000, value,	5,500 00	
Kansas City, St. Joseph & Council Bluffs 7s, 5 at \$1,000, value,	6,200 00	
St. Paul & Manitoba 4s, 10 at \$1,000, value,	8,000 00	
So. Kansas, Gulf Division 5s, 10 at \$1,000, value,	9,900 00	
Kansas City, Clinton & Springfield 5s, 10 at \$1,000, value,	9,800 00	
		87,065 00
<i>Amount carried forward,</i>		\$699,670 00

<i>Amount brought forward,</i>							\$699,670 00
Cash,							3,028 47
Household furniture, South Boston,						\$15,000 00	
Household furniture, Roxbury,						4,064 96	
							19,064 96
Provisions and supplies, South Boston,						\$716 64	
Provisions and supplies, Roxbury,						85 73	
							802 37
Coal, South Boston,						\$2,909 00	
Coal, Roxbury,						250 00	
							3,159 00
<i>Work Department.</i>							
Stock and bills,							6,852 14
<i>Musical Department.</i>							
One large organ,						\$5,000 00	
Four small organs,						300 00	
Forty-five pianos,						10,500 00	
Brass instruments,						500 00	
Violins,						85 00	
Musical library,						600 00	
							16,935 00
<i>Printing Department.</i>							
Stock and machinery,						2,500 00	
Books,						11,072 00	
Stereotype plates,						8,225 00	
							21,797 00
School furniture and apparatus,						2,000 00	
Library of books in common type,						9,500 00	
Library of books in raised type,							
							12,400 00
Boys' shop,							115 13
Stable and tools,							596 00
							\$791,420 07

The foregoing property represents the following funds and balances and is answerable for the same:—

General fund investments: Real estate, stocks, notes, etc. (including the Harris fund of \$80,000 and the Richard Perkins fund of \$20,000),	\$261,119 59	
Less amount over-invested,	3,336 33	
		\$257,783 26
Printing fund,	111,966 41	
Kindergarten, real estate yielding income, Cash in treasury,	7,450 00	
Cash due from general fund,	\$3,028 47	
	3,336 33	
	6,364 80	13,814 80
Buildings, unimproved real estate and personal property in use for the institu- tion, South Boston,		340,572 91
Land, buildings and personal property in use for the kindergarten, Roxbury,		67,882 69
		\$791,420 07
Total amount of property belonging to the kindergarten,		\$81,697 49
Total amount of property belonging to the institution proper,		709,722 58
		\$791,420 07

KINDERGARTEN FUND.

LIST OF CONTRIBUTORS.

From September 30, 1886, to October 1, 1887.

<i>Amount acknowledged in the last annual report,</i>	<i>. \$60,595 51</i>
Miss Ida M. Mason (third contribution),	1,000 00
Lawrence Model Lodging House (second donation),	1,000 00
Mrs. George Gardner,	500 00
Mrs. Eleanor J. W. Baker,	300 00
Miss A. C. Lowell (second contribution),	200 00
Misses Annie and Alice Matthews, proceeds of fair,	190 12
Proceeds of fair held February 22, by Emily Beebe,	
Marjorie Cochrane, Marion Fenno, Bessie Wells and Lina Stevenson,	117 00
Mrs. J. H. Thorndike (fourth contribution),	100 00
Mrs. J. H. Thorndike (annual),	10 00
Mrs. J. C. Phillips,	100 00
Miss Edith Rotch (second contribution),	100 00
J. B. Glover (second contribution),	100 00
Mrs. W. C. Loring,	100 00
A friend,	100 00
Miss Anne Wigglesworth (fourth contribution),	100 00
Mrs. W. O. Grover,	100 00
Mrs. Annie L. Cummings, Portland, Me.,	100 00
George W. Wales (third contribution),	100 00
C. W. Amory (third contribution),	100 00
Mrs. Mary E. Pierson (third contribution),	100 00
Proceeds of entertainments held February 22 by pupils of Perkins Institution,	75 70
<i>Amount carried forward,</i>	<i>. \$65,188 33</i>

Amount brought forward, \$65,188 33

Mrs. Francis Brooks, sale of " Heidi " (fourth contribution),	67 00
M. M. D. and L. W. D. (second contribution),	50 00
John Felt Osgood,	50 00
Mrs. J. B. S. Jackson (fourth contribution),	50 00
F. W. Hunnewell (second contribution),	50 00
Citizens and Congregational Sunday-school of Kensington, N. H.,	41 00
St. Peter's Sunday-school, Beverly (third contribution),	40 00
Mrs. H. W. French, proceeds of children's fair in Roxbury,	37 72
Mrs. W. S. Tilton,	25 00
Joseph H. Center (third contribution),	25 00
Miss Margaret C. Billings,	25 00
Five Newport friends, through Miss Emily B. Chase,	25 00
A friend,	25 00
Miss M. A. Wales (fifth contribution),	25 00
Mrs. F. A. Brooks (second contribution),	25 00
Mrs. John Parkinson (second contribution),	25 00
Miss Norcross (third contribution),	25 00
Proceeds of fair, by Ethel Purdon and Margaret Lothrop,	21 50
H. W.,	20 00
Mrs. B. W. Taggard,	20 00
Medford,	20 00
Proceeds of pupils' concert in Rutland, Vt.,	18 85
Proceeds of an entertainment by the Dozen Club,	12 00
George W. Wales,	10 00
Miss Lucy Lowell, annual,	10 00
A friend, for books,	10 00
Mrs. J. T. Clark,	10 00
<hr/>	
<i>Amount carried forward,</i>	<i>\$65,951 40</i>

<i>Amount brought forward,</i>	. . . . .	\$65,951 40
Miss Clara B. Rogers (second contribution),	. . . . .	5 23
C. E. Jenks (third contribution),	. . . . .	5 00
Miss S. Putnam,	. . . . .	5 00
Miss Mary R. Mason,	. . . . .	5 00
From the infant class of Congregational Sunday-school, Northborough, through Miss Small,	. . . . .	4 00
Children of Miss Perkins's kindergarten, Amherst (second donation),	. . . . .	2 50
H. S.,	. . . . .	2 50
J. D. R.,	. . . . .	2 00
A few children from district school No. 2, Little Compton, R. I.,	. . . . .	2 00
Miss Wiltze's kindergarten,	. . . . .	2 00
Mrs. Priest,	. . . . .	1 70
A friend,	. . . . .	1 00
A friend,	. . . . .	1 00
A young lady,	. . . . .	1 00
Miss Small's kindergarten,	. . . . .	56
Through Laura Bridgman,	. . . . .	50
Mrs. William Appleton (third contribution),	. . . . .	1,000 00
William Endicott, Jr.,	. . . . .	1,000 00
T. Jefferson Coolidge (second contribution),	. . . . .	1,000 00
Mrs. John L. Gardner (second contribution),	. . . . .	1,000 00
Mrs. Sarah S. Russell (second contribution),	. . . . .	1,000 00
Authors' entertainment, through Mrs. Porter,	. . . . .	546 00
Mrs. J. Huntington Wolcott (sixth contribution),	. . . . .	500 00
Miss Edith Rotch (second contribution),	. . . . .	500 00
John Foster,	. . . . .	500 00
K. P.,	. . . . .	500 00
Mrs. Martin Brimmer,	. . . . .	500 00
Concert by the Orpheus Musical Society,	. . . . .	342 00
Mrs. B. S. Rotch (fourth contribution),	300 00
<i>Amount carried forward,</i>	\$74,680 39

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<i>Amount brought forward,</i>	\$74,680 39
William Amory,		200 00
Mrs. J. Templeman Coolidge (third contribution),		200 00
Mrs. Mary S. Curtis,		200 00
Miss Cornelia B. Boardman, proceeds of fair,		125 00
Proceeds of fair by children of Chauney Hall School,		115 25
Sunday-school of First Church,		110 00
Dr. Samuel Eliot (second contribution),		100 00
Miss Louisa M. Alcott (second contribution),		100 00
Mrs. Sarah M. Pratt,		100 00
Friend B. H.,		100 00
Mrs. N. M. Field, Monson (second contribution),		100 00
— — — — —		100 00
Mrs. M. Day Kimball,		100 00
Mrs. David P. Kimball,		100 00
Easter offering of Trinity Church,		100 00
Miss Helen C. Bradlee,		100 00
Mrs. R. C. Waterston,		100 00
Mrs. C. E. Ware (second contribution),		100 00
Rev. Photius Fisk, United States Navy,		75 00
Mrs. B. Joy Jeffries, to pay for bookcase,		75 00
Miss M. L. Ware (second contribution),		75 00
Proceeds of sale, by the children of Miss Rust's kin- dergarten,		63 00
Miss S. G. Littell (second contribution),		50 00
Rev. Cyrus A. Bartol,		50 00
Miss Mary Bartol,		50 00
The Misses Crufts,		50 00
Mrs. L. L. C.,		50 00
R. Sullivan (third contribution),		50 00
Mrs. Richard Baker, Jr. (annual),		50 00
Mrs. Charles Faulkner,		50 00
— — — — —		
<i>Amount carried forward,</i>	. . . . .	\$77,518 64

Amount brought forward, \$77,518 64

First Congregational Sunday-school, New Bedford

(second contribution),	. . . . .	50 00
Mrs. E. C. Agassiz,	. . . . .	25 00
Mrs. Maud Howe Elliott,	. . . . .	25 00
Miss A. M. Cheever,	. . . . .	25 00
Miss M. E. Cheever,	. . . . .	25 00
A gentleman,	. . . . .	25 00
Mrs. Julia B. H. James (second contribution),	. .	25 00
Mrs. S. E. Guild (second contribution),	. .	25 00
Cyrus Brewer,	. . . . .	25 00
Charles Merriam,	. . . . .	25 00
Mrs. Charles Merriam,	. . . . .	25 00
William Montgomery (third contribution),	. .	25 00
Mrs. John F. Anderson,	. . . . .	20 00
Thomas Cushing,	. . . . .	20 00
Mrs. C. M. Weld,	. . . . .	20 00
A sympathizer from Revere,	. . . . .	20 00
S. B., additional,	. . . . .	20 00
An old lady,	. . . . .	20 00
Mrs. E. L. Davis,	. . . . .	20 00
Mrs. Hayes's school,	. . . . .	18 00
Mrs. Robert Swan (fourth contribution),	. .	15 00
Miss Ellen M. Wheelock,	. . . . .	10 00
From a "brother,"	. . . . .	10 00
Miss Lilian Whiting, for May and June,	. .	10 00
Miss H. Louisa Brown,	. . . . .	10 00
Miss Dorr,	. . . . .	10 00
H. W.,	. . . . .	10 00
Miss H. W. Faulkner (annual),	. . . . .	10 00
Miss Faulkner (annual),	. . . . .	10 00
Mrs. Otis Norcross, Jr., (second contribution),	. .	10 00
Mrs. E. C. Morrison (annual),	. . . . .	10 00

Amount carried forward, \$78,116 64

Amount brought forward, \$78,116 64

Miss Julia Lyman,	10 00
Additional from fair held by the Misses Worthington,	8 50
Little folks at Miss Sampson's school, Charlestown (second contribution),	5 50
Mrs. Elizabeth O. P. Sturgis,	5 00
Miss Mary R. Parkman (annual),	5 00
Miss Helen Marrett,	5 00
Unitarian Sunday-school, Littleton (second contribu- tion),	5 00
Dr. Elisha S. Boland,	5 00
Mrs. Dexter N. Richards,	5 00
K. T. B.,	5 00
Miss A. A. Greenough,	5 00
Children of Miss Soper's kindergarten, Somerville,	5 00
Miss H. Callender (annual),	5 00
Mrs. B. C. Vose,	5 00
Cash,	5 00
Isaac Fenno,	5 00
A young lady,	6 00
Friends from Danvers,	3 00
Little girls, through Miss S. F. Perry,	2 00
Mrs. Chamberlain,	2 00
A friend,	2 00
A little boy and girl, \$1 each,	2 00
Miss Olive A. Prescott,	2 00
Miss William's kindergarten, Worcester,	1 75
Children of Cottage Place kindergarten, No. 2,	1 18
Master Charles Winslow and two other boys,	1 00
Rev. Mr. Rogers, Swampscott,	1 00
Harry Vose,	1 00
Through Laura Bridgman,	1 00
Master Walter J. Trowbridge,	75
Total,	\$78,232 32

ENDOWMENT FUND.

The following additional contributions to the kindergarten for the blind have been received from date of June 13 to Oct. 1, 1887:—

Appleton, Mrs. William, fourth contribution,	\$1,000 00
Bethmann's, Mrs., kindergarten children, third con-	
tribution,	1 18
Brooks, Miss,	2 00
—,	100 00
Children of the Brooklyn (N. Y.) Kindergarten, through Miss Sharp,	17 09
Children of District No. 2, Little Compton, R. I., proceeds of fair,	50 00
Children of Melville-street Kindergarten, through Miss E. Manson,	1 05
Children of Ruggles-street Kindergarten, . . .	2 84
Coffln, S. R.,	2 00
Darling, Cortes A., Providence, R. I., . . .	25 00
Finney, Willie,	1 01
Flint, Charles L.,	100 00
Harrington, —,	1 00
Harrington, J. D.,	5 00
H. W.,	25 00
Kindergarten at Riverpoint, R. I.,	5 00
Lawrence, Mrs. Amos A.,	100 00
Marrett's, Miss M. E., Sunday-school class, Cam- bridge,	10 00
Merrill, Miss Frances S., proceeds of lawn party, .	231 00
Montgomery, William, fourth contribution, . . .	25 00
Shuman, Miss Lillian, proceeds of fair at Swamp- scott,	63 71
Standing, Samuel F.,	5 00
<hr/>	
<i>Amount carried forward,</i>	\$1,772 88

<i>Amount brought forward,</i>	. . . . .	\$1,772 88
Sunday-school, Third Congregational Society of Cambridgeport,	. . . . .	6 10
Symonds's, Miss, kindergarten children, second contribution,	. . . . .	3 98
Thow, Mrs.,	. . . . .	4 00
Whitehead, Miss Emma,	. . . . .	5 00
Whitehead, Miss Mary,	. . . . .	5 0
<i>Previously acknowledged:</i>		
May, Miss Abby W., February, 1886,	. . . . .	100 00
Warren, Mrs. William Wilkins, June, 1887,	. . . . .	1,000 00
Total,	. . . . .	\$2,896 96

All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, treasurer, No. 178 Devonshire street, Boston, or to the director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.

The kindergarten has been in operation since last May. Seventeen children have been admitted, and more will be as fast as the means for their support are supplied. Five thousand dollars are needed for the current expenses of the year, which should be provided for by a permanent fund of \$100,000. About \$3,000 have been received thus far for this purpose. Further donations to this, as well as annual subscriptions, are most earnestly solicited, and will be gratefully acknowledged by

EDWARD JACKSON, *Treasurer,*
No. 178 Devonshire street, Boston.

LIST OF EMBOSSED BOOKS,
PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
<i>Book of Proverbs</i> ,	1	\$2 00
<i>Book of Psalms</i> ,	1	3 00
<i>New Testament</i> ,	3	7 50
<i>Book of Common Prayer</i> ,	1	3 00
<i>Baxter's Call</i> ,	1	2 50
<i>Hymns for the Blind</i> ,	1	2 00
<i>Pilgrim's Progress</i> ,	1	3 00
<i>Natural Theology</i> ,	1	4 00
Selections from the Works of Swedenborg,	1	-
Biographical Sketches of Distinguished Persons,	1	3 00
Biographical Sketch of George Eliot,	1	25
<i>Memoir of Dr. Samuel G. Howe</i> ,	1	3 00
<i>Howe's Cyclopaedia</i> ,	8	32 00
<i>Combe's Constitution of Man</i> ,	1	4 00
<i>Cutter's Anatomy, Physiology and Hygiene</i> ,	1	3 00
"Life and her Children," or a Reader of Natural History,	1	3 00
<i>Philosophy of Natural History</i> ,	1	3 00
Geometrical Diagrams,	1	1 00
<i>Wentworth's Grammar School Arithmetic</i> ,	1	3 00
<i>Huxley's Science Primers, Introductory</i> ,	1	2 00
<i>Higginson's Young Folks' History of the United States</i> ,	1	3 50
<i>Constitution of the United States</i> ,	1	40
<i>Dickens's Child's History of England</i> ,	2	6 00
<i>Freeman's History of Europe</i> ,	1	2 50
<i>Schmitz's History of Greece</i> ,	1	3 00
<i>Schmitz's History of Rome</i> ,	1	2 50
<i>Guyot's Geography</i> ,	1	4 00
<i>Scribner's Geographical Reader</i> ,	1	2 50
<i>American Prose</i> ,	2	6 00
Most Celebrated Diamonds, by Julia R. Anagnos,	1	50
<i>Dickens's Christmas Carol, with Extracts from Pickwick</i> ,	1	3 00
<i>Dickens's David Copperfield</i> ,	5	15 00
<i>Dickens's Old Curiosity Shop</i> ,	3	12 00
<i>Emerson's Essays</i> ,	1	3 00
Extracts from British and American Literature,	2	5 00
George Eliot's <i>Silas Marner</i> ,	1	3 50
Goldsmith's <i>Vicar of Wakefield</i> ,	1	3 00
Hawthorne's <i>Scarlet Letter</i> ,	2	5 00
Hawthorne's <i>Tanglewood Tales</i> ,	2	4 00
Scott's <i>Quentin Durward</i> ,	2	6 00
Scott's <i>Talisman</i> ,	2	6 00
The Deacon's Week,	1	25
The Last Days of Pompeii, by Edward Bulwer Lytton,	3	9 00
Bryant's Poems,	1	3 00
Byron's Hebrew Melodies and Childe Harold,	1	3 00
Poetry of Byron, selected by Matthew Arnold,	1	3 00
Holmes's Poems,	1	3 00

LIST OF EMBOSSED BOOKS—*Concluded.*

TITLE OF BOOK.	No. of volumes.	Price per Set.
Longfellow's Evangeline,	1	\$2 00
Longfellow's Evangeline and other Poems,	1	3 00
Lowell's Poems,	1	3 00
Milton's Paradise Lost,	2	5 00
Pope's Essay on Man and other Poems,	1	2 50
Scott's Lay of the Last Minstrel and 37 other Poems,	1	3 00
Shakespeare's Hamlet and Julius Cæsar,	1	4 00
Shakespeare's King Henry Fifth,	1	2 00
Shakespeare's Romeo and Juliet,	1	2 00
Tennyson's In Memoriam and other Poems,	1	3 00
Whittier's Poems,	1	3 00
Longfellow's Birthday, by Julia R. Anagnos,	1	25
Commemoration Ode, by H. W. Stratton,	1	10
JUVENILE BOOKS.		
Script and point alphabet sheets per hundred,	—	5 00
An Eclectic Primer,	1	40
Child's First Book,	1	40
Child's Second Book,	1	40
Child's Third Book,	1	40
Child's Fourth Book,	1	40
Child's Fifth Book,	1	40
Child's Sixth Book,	1	40
Child's Seventh Book,	1	40
Youth's Library, vol. 1st,	1	1 25
Youth's Library, vol. 2d,	1	1 25
Youth's Library, vol. 3d,	1	1 25
Youth's Library, vol. 4th,	1	1 25
Youth's Library, vol. 5th,	1	1 25
Youth's Library, vol. 6th,	1	1 25
Youth's Library, vol. 7th,	1	1 25
Youth's Library, vol. 8th,	1	1 25
Andersen's Stories and Tales,	1	3 00
Biôle Stories in Bible Language, by Emilie Pousson,	1	3 00
Children's Fairy Book, by M. Anagnos,	1	2 50
Eliot's Six Arabian Nights,	1	3 00
Heidi: translated from the German by Mrs. Brooks,	2	5 00
Kingsley's Greek Heroes,	1	2 50
Lodge's Twelve Popular Tales,	1	2 00
The Queen of the Pirate Isle,	1	40
What Katy Did, by Susan Coolidge,	1	2 50
MUSIC.		
A few German Chorals of J. S. Bach,	1	50
Key to Braille's Musical Notation,	1	35
Arban's Method for the Cornet and Sax-Horn,	1	1 00
Forty-five Hymn Tunes,	1	50
Opus 261, by Czerny,	1	1 00
Musical Characters used by the Seeing,	1	35
Twelfth Andante and Waltz, by Charles Bach,	1	10

N. B. The prices in the above list are set down per SET, not per volume.

LIST OF APPLIANCES AND TANGIBLE APPARATUS,

**MADE AT THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.**

GEOGRAPHY.*I.—Wall Maps.*

1. The Hemispheres, size, 42 by 52 inches.
2. United States, Mexico and Canada, " " "
3. North America, " " "
4. South America, " " "
5. Europe, " " "
6. Asia, " " "
7. Africa, " " "
8. The World on Mercator's Projection, " " "

Each \$35, or the set, \$280.

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1. Eastern Hemisphere, size, 30 by 36 inches.
2. Western Hemisphere, " " "
3. North America, " " "
4. United States, " " "
5. South America, " " "
6. Europe, " " "
7. Asia, " " "
8. Africa, " " "

Each \$23, or the set, \$184.

These maps are considered, in point of workmanship, accuracy and distinctness of outline, durability, and beauty, far superior to all thus far made in Europe or in this country.



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"The New England Journal of Education" says, "They are very strong, present a fine, bright surface, and are an ornament to any school-room."

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Cushions for pin-maps and diagrams, each, \$0 75

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Ciphering-boards made of brass strips, nickel-plated, each, \$4 25
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Grooved writing-cards, each, \$0 05
Braille tablets, with metallic bed, " 1 50
Braille French tablets, with cloth bed, " 1 00
Braille new tablets, with cloth bed, " 1 00

TERMS OF ADMISSION.

Candidates for admission must be over nine and under nineteen years of age, and none others shall be admitted.—*Extract from the by-laws.*

Blind children and youth between the ages above prescribed, and of sound mind and good moral character, can be admitted to the school by paying \$300 per annum. Those among them who belong to the State of Massachusetts, and whose parents or guardians are not able to pay the whole or a portion of this sum, can be admitted gratuitously by application to the governor for a warrant.

The following is a good form, though any other will do :—

To His Excellency, the Governor.

SIR:—My son (or daughter, or nephew, or niece, as the case may be), named —— and aged ——, cannot be instructed in the common schools for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts School for the Blind, and I request that your Excellency will give a warrant for free admission.

Very respectfully,

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate, signed by some regular physician, in this form :—

I certify that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease.

(Signed)

— — — .

These papers should be done up together and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

Blind children and youth residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the governor, or the "Secretary of State," in their respective states, can obtain warrants for free admission.

The sum of \$300 above specified covers all expenses (except for clothing), namely, board, lodging, washing, tuition, and the use of books and musical instruments. The pupils must furnish their own clothing, and pay their own fares to and from the institution.

An obligation will be required from two responsible persons that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years.

The friends of the pupils can visit them whenever they choose.

The use of tobacco, either in smoking or otherwise, is strictly prohibited in the institution.

Persons applying for admission of children must fill out certain blanks, copies of which will be forwarded to any address on application.

For further information address M. ANAGNOS, DIRECTOR, PERKINS INSTITUTION FOR THE BLIND, *South Boston, Mass.*





APPENDIX.

Proceedings of the Commencement Exercises

or

**THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.**





COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL
FOR THE BLIND.

The commencement exercises of the Perkins Institution, which are held annually at Tremont Temple, are looked forward to as the crowning event of the year,—the one day in which, as a school, it appears before the public on another stage than its own—and the class of graduates who this year anticipated, with mingled feelings of pleasure and regret, the receiving of their diplomas and taking leave of the school, was larger than usual.

But a peculiar interest pertains to the exercises of the present year, for the recent completion and opening of the kindergarten at Roxbury marks a new epoch in the history of the education of the blind as well as in the annals of the Perkins Institution; and as a visible assurance of the accomplishment of this long cherished hope the first class of little ones was to appear upon the platform.

The approaching exercises were announced in most of the newspapers of the city, in a form somewhat similar to the following, which appeared in the *Boston Post*, May 28:—

THE PERKINS INSTITUTION.

The annual festivals of the Perkins Institution for the Blind are always delightful occasions to all who are



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interested in the cause of the education of sightless children and desirous of witnessing a brief illustration of the course of their instruction and training, and of its results. The commencement exercises of this year, which are to be held in Tremont Temple on Tuesday, June 7, at 3 p.m., will be no exception to the rule. They will represent the various departments of the school and give a hint of their respective work. Exercises in geometry, geography, reading by the touch, modelling in clay, military drill and gymnastics will be interspersed with piano and clarinet solos, and band and choral music. Dr. Samuel Eliot will preside and present the diplomas to a class of ten graduates. A brief opening address will be made by the Rev. M. J. Savage. Laura Bridgeman will be present, as usual. The little children from the kindergarten recently opened at Roxbury will occupy seats on the platform, and on behalf of this department Mr. Harvey N. Shepard will address the audience. Cards of admission to the floor and first balcony can be obtained at the salesroom of the institution, No. 37 Avon street. The second balcony is open to the public whose attendance is cordially invited.

PROGRAME.

PART I.

1. ORGAN. Fugue in G minor. *Back.*
CHARLES H. PRESCOTT.
2. BRIEF OPENING ADDRESS.
REV. M. J. SAVAGE.
3. BAND. "Hallelujah Chorus," *Handel.*



PART II.

1. GYMNASTICS AND MILITARY DRILL.
 2. CHORUS FOR FEMALE VOICES.
"The Mountain Brook," *Rheinberger.*
 3. THE KINDERGARTEN. "Grandmother's Johnnycake."
Remarks on the Kindergarten by HARVEY N. SHEPARD, Esq.
 4. CHORUS FOR MALE VOICES. "Farewell," . . *Mendelssohn.*
 5. VALEDICTORY.
WILLIAM BEARD PERRY.
 6. PRESENTATION OF DIPLOMAS.
BY DR. SAMUEL ELIOT.
 7. CHORUS. "Wie schön leuchtet der Morgenstern!" *J. S. Bach.*

NAMES OF GRADUATES.

CAROLINE EASTMAN ADAMS. CHRISTOPHER A. WICKES HOWLAND.
CLARENCE WILBOR BASFORD. ELISHA ROBINSON KENYON.
ASA EVERETT BENSON. WILLIAM BEARD PERRY.
GEORGE WILLIAM BROWN. WILLIAM STERNE SMITH.
FREDERICK BATES GOULD. PATRICK FRANCIS WASHINGTON.



KINDERGARTEN FOR THE BLIND.

This institution has begun its work. The building expressly designed for it on a convenient and delightful site at the corner of Perkins and Day streets, Roxbury, was dedicated on the nineteenth of April, and opened to pupils on the second day of May. Ten children have been admitted, and more will be as fast as the means for their support are supplied.

Several thousand dollars are still needed to complete the payments for building and furniture.

Five thousand dollars are needed for the current expenses of the year. It is very desirable that these should be ultimately provided for by a permanent fund, and the consideration of this object by all who are interested in the blind, and particularly in little sightless children, is earnestly asked for.

Donations and subscriptions for the above purposes will be gratefully acknowledged by EDWARD JACKSON, *Treasurer*, 178 Devonshire street, Boston, Mass.

SAMUEL ELIOT, *President*.

M. ANAGNOS, *Secretary and Director*.

With each succeeding year the demand for tickets increases, and each year the supply is sooner exhausted. Many even of those who thought themselves early applicants were disappointed at learning that there were no tickets left.

The weather was favorable—a fair June day—and the Temple was crowded. The tickets stated that seats were not reserved after three o'clock, and when that hour arrived the crowd was allowed to enter and take the seats remaining. There was a sudden movement, and before one had time to realize its import not a vacant seat was to be seen on floor or balconies. Very many of the audience were still standing, however, and remained so until the close of the exercises. It was emphatically a good audience, not only in numbers but in the moral, intellectual and social culture which it represented.

On the platform, beside the school, were Dr. Samuel Eliot who presided, Mr. John S. Dwight, Rev. Minot J. Savage, H. N. Shepard, Joseph Glover, Samuel T. Cobb and others. A few seats farther back sat Laura Bridgman. Very pleasant it was to watch her expressive face when occasionally some old acquaintance took a seat beside her and, in the touch of the hand, she recognized some familiar friend, and they entered into an animated conversation with the fingers. But the centre of interest was the front row of little arm-chairs in which were seated ten little ones, the firstlings of the kindergarten for which Mr. Anagnos has been earnestly laboring for more than five years.

First on the programme was an organ solo, Bach's Fugue in G minor, performed by Charles H. Prescott, "with excellent taste and expression." Dr. Eliot then came forward and opened the exercises with the following remarks :—

Ladies and Gentlemen, Friends of the Blind and of the Perkins Institution and Massachusetts School :—I need not



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invoke your kindly consideration of the exercises which have now been begun. Your presence here in these great numbers shows the interest which you feel in the school, in its members and in their work. I am sure that what you hear and see this afternoon will not diminish that interest, but, on the contrary, increase it a hundredfold. We are here assembled, as it were, in a great atmosphere of common sympathy, and before these exercises close we shall all agree that it has been good for us to be here.

I regret, and we all regret very much, the absence of His Excellency, the governor. For many years the commonwealth of Massachusetts has shown its concern for this, one of its most favored children, by the attendance and by the voice of its chief magistrate; and the governor has not left us without an expression of his concern for us this afternoon, and I will read a note which he has addressed to the director of the school:—

COMMONWEALTH OF MASSACHUSETTS.
EXECUTIVE DEPARTMENT, BOSTON, June 3, 1887.

MR. M. ANAGNOS.

Dear Sir:—I am in receipt of your favor inviting me to attend the commencement exercises of the Perkins Institution and Massachusetts School for the Blind, which are to occur in Tremont Temple on the afternoon of Tuesday the 7th instant.

As my engagements for that day will take me to Brockton in the forenoon and to North Easton in the afternoon, I shall be unable to do as you desire.

Regretting that I cannot be with you and having for the institution of which you have the charge the kindest feelings and the best wishes for its prosperity and success,

I am yours very respectfully,

OLIVER AMES.

I have now the pleasure of inviting you to listen to the Rev. Minot J. Savage, who, as the programme has already informed you, has been good enough to consent to deliver the opening address.



OPENING ADDRESS.

BY REV. MINOT J. SAVAGE.

Ladies and Gentlemen: — It has never been my pleasure to attend one of these commencement exercises before, and I hardly know in what terms I ought to speak. When I stand in the presence of a brother or sister less favored by natural gift or endowment than myself, I feel touched, as I know you all do, with the tenderest sympathy, and feel humbled as I never do on any other occasion of my life. I cannot understand the state of mind of those who can thank God that they are "not as other men," or who can, as they say, feel thankful that they have not been afflicted as has a brother or a sister. I am grateful; but I am humble and sympathetic to the extent of even making me forgetful of gratitude. And when any man or any number of men, through their wisdom, through their patient toil and teaching, are able to take these, the lesser endowed of our fellows, and give them, as it were, a substitute for that of which they have been deprived, or which has never been theirs, it seems to me one of the sublimest, one of the grandest things of which I can conceive. To create a new sense, if it were possible, would be the same thing, practically, as to create a new world. Each one of our senses—touch, taste, hearing, smell, sight—brings us into contact with a new universe; and they who lack one of these senses are shut out, for the time, from one of the mansions in the great house of our Father.

I have wondered sometimes, and I gave expression to this wonder this afternoon in talking with one of my friends before we came in here,—I have wondered why it is that the lack of sight appeals so to popular sympathy more than loss of hearing, more than the loss of some of the other senses. I suppose it is, perhaps, because this is such a glorious, such a resplendent world to those of us who can see; it appeals to us in so dramatic a fashion that we cannot understand how the



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loss of this sense could be quite paralleled by the loss of any other faculty or power.

As to this matter of a new sense creating a new universe, perhaps it is worth while for a moment, taking this as a starting point, for us to think it out a little and see how wondrous a universe this is, how the most magnificently endowed of us come into contact with only a very small part of it, and how it is possible for us who, as we think, have all the senses, and those finely trained and cultured, still to train ourselves to come ever into contact with higher and deeper things in this inexhaustible world of our Father. As you are aware, it requires a certain rapidity of palpitation of the ether, there must be a certain number of thousands of wave motions in a second striking the eye, before there is produced this wonderful result that we call seeing; and then if the rapidity is increased and passes beyond a certain other number, we cease to be able to see again. But the point I wish to suggest to you is that all we see is just a little universe within two lines; that there is an infinite universe invisible on one side, and another, practically infinite, invisible on the other; so that if we could have a sixth sense, a seventh, an eighth, or any wonderful extension of these that we now possess, the universe would become to us most grandly large.

But these friends of ours who have lost or have never possessed the sense of sight do have that power which science has told us is the root, the germ, the beginning of all the other senses. We are familiar by this time with the term "evolution," with the idea of development; and we know that all the fine, wonderful and beautiful things that make up the world around us have grown from very small and insignificant beginnings; and so we know that it is the marvellous sense of touch,—this sense that has given Laura Bridgman almost as grand a world as any of us possesses,—simply the sense of touch that is the starting-point of all the senses—of sight, of hearing, of smelling, of tasting; for when we see, it is because the mole-



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ular movements of the air or of the ether come in contact with, that is touch, the eyes, and then there goes on that wondrous process that nobody has yet been able to explain by which this physical touch is translated into the sense of seeing, that nobody has ever been able to understand. I, for one, am exceedingly grateful when I consider the fact that those who do not see in the sense in which we are able to use our eyes, are yet able by the wonderful power which they have developed in their fingers to enter into those other worlds, the universe of thought, of feeling, of truth, of nobleness, which makes them kin with us and children of God.

And, friends, there is one thing that it seems to me we may profitably remember this afternoon, and that is, that we who think we are in contact with all that is fair and desirable in God's grand universe, we who think we have all the senses and faculties with which humanity is endowed and that thus we are able to possess God's glorious worlds,—it may be true concerning us that even these who are blind see more than we do; for, after all, this outer world, magnificent as it is, glorious as it is in color, beautiful and bright with sunshine, lovely with the stars at night, this is only the outer house of God, only the shell of that which makes his real world. I know and you know men and women who can see, who can touch, who can taste, who can smell, who can hear, who are blind still; blind to truth, blind to justice, blind to tenderness, blind to brotherly love, blind to kindness, blind to all those things that really make us human, blind to those things that make us crowned children of God. So that we need not only to be interested in these our friends as they are trained and cultured into a substitute for that which they have never possessed in the same sense as ourselves, we need to learn a lesson from them; for, perhaps, contented with the outer as we may be, we may wake up by-and-by to find that they have been in contact with that which is invisible, while we, lost and absorbed in the external, have forgotten these inner, grander worlds of the Almighty.



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And then I am glad and grateful as I look toward the future. The older I grow the more certain I grow that this life which we are living here is only, after all, to us what the Perkins Institution for the Blind is for its inmates—only a school in which we are to learn to see a little better, learn to see a little more deeply; and I believe that all of us, and they with us, shall graduate by-and-by into a world so much finer, so much more beautiful in color, so much more intense in its thrilling, throbbing life than we are familiar with here, that they shall forget all this deprivation, all these dark years, as it seems to us, as we may forget a day's disappointment of our childhood. And so I believe that God, the kind Father of us all, holds them and us equally in his keeping and that he will bring us by-and-by to see grander things than any of which as yet we can dream.

Your presiding officer suggested a thought that would have been fitting for my opening, but which I will use for my close. It hardly seems necessary for me even to refer to it. It is the thought of the public interest in this work, the sympathy of the people in what is being done, and their readiness ever to rally to its hearty support. When I looked over this floor and through these galleries and saw the throng of people, and learned that these meetings are always just as thronged, it seemed to me that all that it was necessary for me to do in this regard was, on behalf of Mr. Anagnos and the Institution for the Blind, to thank you most heartily for that interest which does not need stimulating, because it already so grandly exists.

The address was delivered with a depth of feeling which emphasized the noble thoughts which it expressed, and sent them home to the hearts of the audience.

The *Hallelujah Chorus*, by Händel, was then given by the brass band of the institution, and was followed by a geometrical exercise in which the young men of the



graduating class demonstrated the theorem that "the square of the hypotenuse of a right-angled triangle is equal to the sum of the square of the two other sides." For the assistance of the audience the master, Mr. J. M. Hulbert, had drawn the diagram upon a blackboard, and followed with a pointer the demonstration given by the pupils from mental pictures. This exercise "called forth unqualified praise."

Liszt's arrangement of Wagner's March from *Tannhäuser* was played by C. A. W. Howland, one of the graduates, and was well received. He was greeted with bouquets as he left the piano.

The exercise in geography was given by George W. Hodgdon and Harry E. Mozealous, whose fingers seemed to recognize the outlines of the miscellaneous collection of states and countries from dissected maps as quickly as the eyes of the audience could do it. They named them and mentioned some fact of interest connected with each "with surprising readiness and quickness." While they were thus engaged another lad rapidly put together a dissected map of South America.

Reading by touch does not cease to excite the wonder and admiration of an audience. The selections were pleasing, the younger girl reading the story of the geese that claimed honor as descendants of the famous geese of old that saved Rome by their cackling; and the elder, extracts from *Silas Marner*, showing the development of his miserly character, the loss of his gold, and his finding of another treasure in the little child whose golden hair shining in the firelight at his feet first attracted his eyes with the hope that his gold had been restored. Their fluency was much commended, and it was remarked



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that they fitted "the phrase to the thought with an expressiveness many a seeing child might envy."

The first part of the programme closed with an air and variations from Brepsant, played by Clarence W. Basford, another member of the graduating class, whose performance, as compared with that of last season, says an observer, showed "that he had been improving steadily through the year."

The second part of the programme opened with gymnastic exercises and a military drill. Ten little boys in dark blue flannel suits with large white neckties ascended the steps, deployed into position upon the stage and went through a series of dumb-bell exercises with almost perfect precision, guided only by the music of the piano. As they left the stage a like number of little girls appeared from the opposite side. They were dressed in white and carried light, silvered wands decorated with knots of pale blue ribbon. Their calisthenics, likewise performed to the music of the piano, made a picture which was evidently very pleasing to the audience. These, in turn, were followed by a squad of twelve young men in military uniform who were drilled under command of Col. John H. Wright, and afterwards executed the silent manual with equal precision. Each of these exercises elicited enthusiastic applause.

The Mountain Brook, by Rheinberger, was then sung by a chorus of female voices, and was warmly commended. Of this performance a critic remarked, "There are some remarkably fine voices among these girls, and that their musical instruction is of the best goes without saying."

To illustrate the kindergarten training pursued at the school several small tables were placed upon the plat-



form ; twelve of the younger pupils were stationed at these and furnished with clay for modelling. The ten little children from the kindergarten proper, who have only been one month at school, were also similarly supplied, and all were soon busily at work. Dr. Eliot then introduced the next speaker with the following prefatory remarks :—

REMARKS ON THE KINDERGARTEN.

BY SAMUEL ELIOT, LL.D.

This is not the first time that kindergarten exercises have been performed in this place on this day, but it is the first time that pupils of the kindergarten proper, and in the department of this institution recently opened in Roxbury, have been present to take part in our commencement exercises. These ten little children seated in front of the platform come from the kindergarten, the especial kindergarten, which our director, our trustees, our corporation and this great-hearted community of Boston have been working for, and giving to, during the past five years. The kindergarten is an assured fact, and may be said to be independent of any new friends it may acquire ; and yet it is the wish of all who are interested in it that it should be daily acquiring new friends, new benefactors. The money required for the erection and furnishing of the building has all been received and there is no longer any necessity for asking the citizens of Boston or its neighborhood to help us discharge any debt, or to complete the erection of any building, or to pay for any equipment. I rejoice that it is so, and that on this commencement day we can begin without the shadow of a dollar of debt resting upon this institution, in any part of it. It is an immense argument in favor of the kindergarten that it should have so touched the hearts of people within these very last few days that a deficit, as it might be called, rather than a debt, of \$11,000, which existed



on the day when the new building was dedicated, exists no more. But as they used to say in France, "*Le roi est mort!*" "*Vive le roi!*" we are perpetually giving others an opportunity to share in the good work which interests us so deeply, and there is still a golden opportunity for all such as are liberally and beneficently disposed to establish this kindergarten on a perfectly safe foundation, so that its current expenses shall be met from a permanent fund. One hundred thousand dollars are enough for the present to create this permanent fund, and towards this \$1,000 have already been received. This is an earnest of the thousands that are to follow. I am sure that if every man and every woman here this afternoon will bear away the impressions which these little sightless children cannot fail to make upon them, the \$100,000 will not be long in coming into the treasury of the Perkins Institution. I need, however, say no more. You are to be addressed by one who is good enough to take an interest in this special department of our labors, and who will tell you all you need to hear about the blessings of the kindergarten for the blind. Harvey N. Shepard, Esq., will now address you.

ADDRESS ON THE KINDERGARTEN.

BY HARVEY N. SHEPARD, ESQ.

Mr. President, Ladies and Gentlemen:—To the time of Froebel very little change had been made in the ways and very little gain in the ends of teaching over those coming to us from the Middle Ages. It was the same old story of puzzles in grammar, as if one could learn to speak rightly, not by good reading, but by stupid trifles from the monks of the cloisters; of page after page told by rote from the spelling book, and of long lists of kings and queens and dates and cities and mountains, dry as the dust of a mummy and of no more use. Children were made parrots to do certain tasks and learn certain tricks, with no more meaning in them than the scholar



in Quincy felt when, after naming all the capitals of all the states in the union, she said they were not of the animal nor of the mineral kingdom, but of the vegetable.

Froebel chose rather the Greek idea : a graceful body and a sound mind ; a strong being easily and pleasantly working for the love of all beauty in nature and in art, and the hatred of all vileness in others and in himself. The end before the Greek teacher was a whole man, by training all the powers of a child to their highest action, bodily and mentally, in harmonious development, into a being, joyous in its own life, and full of passion for grace and strength in every form, in the athlete, the soldier, the statesman, the poet or the philosopher. The result has been a rich heritage for the wonder and admiration of the world. Marathon and Thermopylae have stirred the souls of men for two thousand years, wherever and whenever patriots have risen to overthrow tyranny and dethrone wrong. The Parthenon and the head of the Olympian Zeus are the ideals in architecture and in sculpture for which artists may toil without hope ever to surpass their excellence. Homer, Herodotus, Demosthenes and Plato have given to us sublime works, which are the highest attainment of human genius and an inspiration for all time.

The Greek idea is only the natural idea, for nature is ever busy with children and leads them to the springs of knowledge and keeps them by the streams of learning, without suspicion on their part of task or toil. Their bodies grow in strength, grace and beauty when they chase the yellow butterfly across the green waves of the meadow, or fill their arms with crimson clover and golden buttercups, or follow the bleating sheep by the rippling brooks into the forest of stately pines and broad reaching oaks. Their souls grow in purity and truth and simplicity when they watch the glory of the sunshine upon the hills and its rainbow tints on the white caps of the distant mountains, or hear the vast ocean breaking in wrath upon the iron rocks of the shore, or feel the awful grandeur of Orion



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and the innumerable stars piercing through the darkness of night.

This is Froebel's system; natural in its ways, rich in its resources, and simple in its principles. Its gifts and toys, its games and plays, its cube building, sewing, weaving and modelling in clay, teach a child forms, numbers and color, not from books by hearsay, but from tangible blocks, bits of wood and strips of paper, so that, by the constant handling of these, true ideas grow in his mind, without weariness, as easily as the flowers spring up and grow in a fertile soil under the warm rays of the sun. The games too are a healthy exercise. To fly about with arms stretched out like a bird, and to the music of a sweet song, is an inspiration. The powers of mind and body unfold with harmonious growth into happiness, confidence, hope, neatness and kindness. The child comes unconsciously to love what is true and beautiful and good, to think for himself, and to move and act with that grace and skill which make the body the quick and steady servant of the mind.

This is just the system for the little blind children, who are shut off from the common education of those that see. They are the stricken lambs of the human flock. Their eyes are darkened irrevocably, without one hope of day. Not for them the beauty of nature and the glory of art, nor the colors of the flowers, nor the plumage of the birds, nor the brightness of the firmament. They live in ceaseless gloom from the cradle to the grave. About most of them too is an environment of misery. They hunger for bread and they pant for air and they suffer for the lack of a little human charity to lead their weary feet and wasted limbs from the narrow street and the wretched home, where they are forced to stumble about like savage creatures, into the realm of love and the genial warmth of a wise training. Then will the good seeds spring up and bear before the ground has been given over to the weeds and tares. In them as in our own children are the germs of good and promise which will bud and open in the sunshine and pure

air. As the warm breath of spring lifts the yellow crocus and the bright tulip from the darkness of the earth so will this system lift these sightless waifs from the darkness of misery into a useful and happy life. You need no proof of this from my lips — there it is in the deft fingers of those charming boys and girls who are the most eloquent example of the great promise of this beneficent system, nature's own divine and fruitful method.

The Perkins Institution cannot give a kindergarten to these children, as its land is now crowded with buildings and cottages, schoolhouses and shops; and until lately there has been no provision anywhere, under national, state, municipal or private control, for the instruction of the blind under ten years of age. Let us rejoice that to the other glory of the institution, so renowned that no distinguished stranger comes to our shores without visiting it, it has added this crown of a kindergarten for the little ones. It is eminently fitting this should have been done first in this good old commonwealth. Our fathers had hardly built a sheltering roof for their families when they established for the first time in all the history of the world common schools for all children at the public expense. Massachusetts has been true to this trust, and in the days of her heaviest burdens, even when the civil war took away her sons and millions of her money, she gave freely and liberally to her schools. We shall only carry out the principles of the fathers now if we give to all the children the inestimable privileges of an early training, for the blind have as much claim, at least, to be educated as those do who can see.

It is five years since the director of this institution, with that devotion, enthusiasm and confidence which are as much a part of his nature as the blood of the heroes of the classic land which throbs in his veins, made his first public plea; a touching, a moving appeal, that no one who has a heart of flesh or the least love for the sunny presence of these lambs of our Father may read without tears, for this kindergarten. It is a



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hard task to raise a large sum of money for a new object so little understood by the community, and a will less resolute than his would have failed before the barriers. His earnestness took hold upon the cords which move the great heart of mankind. Indeed, no man can feel the woes of these little sightless waifs and refuse to do something on their behalf. His faith proved true, and soon the children took up the holy cause. Laura Bridgman wrote with her own hand an appeal which stirred the community even as of old the burning eloquence of Demosthenes swayed the men of Athens. Tiny hands were stretched forth in aid, and the offerings of the children, saved by their own denials, were the pillar of fire to lead the march of goodness to the promised land.

The kindergarten has been established and has begun its work. It occupies a delightful site in Roxbury, and ten children find there a home. No more noble monument in the limits of our city! There it stands, a memorial forever of the love of the big and the little, the rich and the poor, of men and women and children, for the unfortunate; and may the night never come when its doors shall not stand wide open for the shelter of these stricken ones, and the bright rays of its benevolence shall not carry some sparks of love into their fettered souls. One hundred thousand dollars are needed for a permanent fund to meet the current expenses.

It cannot be that Boston will fail to give this sum and much more. To think so, even for a moment, would be false to our time-honored fame. No appeal was ever made to the great, generous heart of this community for the suffering and distressed in any part of the world in vain. When the men of Greece, led by our example and inspired by the heroic spirit of their ancestors, rose in arms to sweep from their little land the oppressive Turk, we withheld not words of cheer nor substantial assistance. When famine spread its blight on Ireland the ships were not wanting to take food and provisions to the starving poor. The purse of Boston was open wide to relieve

the homeless of Chicago, the plague-stricken of the Mississippi Valley and the affrighted people of Charleston. Millions have been sent abroad for the conversion of the heathen. Can we do less for the poor and stricken in our own midst? No, indeed! To state the need is to get the money, for the thought of little blind children growing up in eternal night, in poverty and neglect, amid all the wealth and abundance of our fair New England, is not to be endured. We may not restore their sight, but we can pour a flood of sunshine into their hearts. The opportunity is here. May the little stream, begun in the scanty offerings of the poor, be fed by generous gifts to brim the river banks and overflow the land like the fruitful blessings of the river Nile.

Mr. Anagnos, in a few impromptu words, made a strong appeal for the endowment of the kindergarten, substantially as follows: —

These little children are a few pebbles we have saved on the shore of misfortune. There are many more needing just as much to be saved, but we have not the means to seek out and to rescue all these little unfortunate ones. We have a field and we earnestly ask for means to cultivate and develop it. The building is now entirely paid for, and we would be glad to be released from anxiety for the support of the school. For this purpose we ask the sum of \$100,000 as a permanent fund from which to meet the current expenses. One thousand has already been given for this purpose, but we shall not cease our petitions until the other \$99,000 are added, and, in the end, you will have to give it because you cannot get rid of us.

The playful earnestness of the last sentence provoked a sympathetic laugh from the audience.

Meanwhile the little fingers had been steadily at work writing in clay the history of "Grandmother's Johnny-



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cake." Each child had made a model of one or more implements connected with its production, and in turn they held them up before the audience and explained their uses. There were the plow, the harrow, the hoe, the mill-stones, the sacks of grain, the wagon, the pan, the scoop, the spoon, the molasses jug, the miner's cap and lamp, the coal hod and the stove; and, last of all, the youngest ones had prepared a model of the johnny-cake itself. Then they sang a song written by a former pupil of the school about the workers who prepare the materials for the johnnycake. Mendelssohn's *Farewell* was then given by a chorus of male voices, after which came the valedictory address by William Beard Perry.

V A L E D I C T O R Y.

BY WILLIAM BEARD PERRY.

To portray the beautiful in color, to lead forth from the rude stone the graceful in form, are gifts that nature bestows most sparingly; yet there is to man in common a gift not unlike these — though not admitting of tangible expression — by which each for himself becomes an artist, and embodies in pictures of the mind his most cherished hopes and ardent longings.

A man's ideal is his conception of a perfect model embracing what, if attained, would complete his happiness, and secure his highest welfare. At first it appears almost in the guise of fancy, the offspring of a dream, or revery, — something to be wondered at, to be longed for with scarcely a hope of acquirement, — but as it becomes more the companion of the thoughts this air of vagueness and uncertainty disappears; indeed, the very hopelessness of realization often arouses a spirit that

makes realization possible. As a man contemplates his ideal, gazing upon it from afar, an intense longing springs up within him to realize all that he sees in it, arousing an energy that calls forth the best in his nature. In his zeal to approach the ideal state, to realize his conception, he becomes subject to another and a better self. Indeed, as he treasures in his mind this very essence of his hopes he comes to look to it as a source of inspiration, as a power to sustain and direct. When, in the hour of disappointment, weary with discouragement, all seems dark, turning to the ideal what a cheer as, with hopes of a brighter future, it adds fresh fuel to the fires of ambition! Obstacles may rise at every turn, but to a nature lured on by this potent charm and impelled by a determined will they yield as by magic. Hardships and misfortunes serve but to prove its worth. In the lives of prominent men this regnant power is as evident as it is potent. The framing of each purpose, the curbing of each impulse, the rejection of each seductive indulgence, can be referred to this one ruling passion. As the banks confine and direct the flow of the stream, so is the current of man's life confined and directed by the requirements of his ideal.

The excellence of the ideal depends upon the character of the man, his surroundings and mental refinement; the power, upon the pluck and energy of the nature upon which it acts, the native grit of the disposition. Hence the urgency of cultivating those influences which tend to refine and elevate, of seeking to improve the mental faculties, of building up characters from which only pure and lofty ideals can spring.

As a man enters into the pursuit of his ideal it must be with a firm determination to conquer, backed by a knowledge that, if successful, no honor nor praise conferred upon him will be half so acceptable as its realization, and that, if unsuccessful, no reproach can be so bitter, no despair so complete, as that experienced when, engulfed in the abyss of his own folly, he

beholds far above him his ideal still shining, though dimly, revealing truly the depths wherein he lies.

To His Excellency the Governor and the legislature of Massachusetts, and to the corresponding representatives of the other New England states, we return thanks for the many opportunities afforded by a liberal support of our school. To our trustees, for their ever manifest interest, we are deeply grateful.

Director, teachers and matrons: whatever of praise or credit this occasion calls for is due to you. Always have you endeavored to instill in us those principles that are involved in a useful and upright life. As we say farewell we do so with the feeling that as far as our success depends upon your past efforts it is assured.

Schoolmates: doubtless this occasion forecasts a day to you when, by the excellence and merit of a senior year completed, you, too, will receive the honors that now fall to us. Fired by this thought do you seek by your endeavor to rise above yourselves, to meet the crowning honor that awaits you!

Fellow graduates: under the shadowing care of our *alma mater* we have grown up together, united by ties of ever-enduring friendship. Here have we sought to fit ourselves for the work of life — to lay deep the foundations for a real and lasting success. Now for the test! Let us go forth manfully, each to his calling, resolved to fulfil faithfully the task that fortune may impose.

The audience listened with marked attention to this "manly and able" address, and at its close several bouquets were presented to the speaker. The graduating class then came forward and received their diplomas from Dr. Eliot, who presented them with the following preliminary remarks: —

It is my privilege, my young friends, to place your diplomas in your hands. They are not my gift, they are the gift of your director and your teachers; but your director asks me to give

them to you simply because I hold an official relation to you which, I trust, is more than official, for there has been no part of your career that has not inspired interest in me, and there will be no part of your career in the years to come that will not inspire interest in me as long as I live. I rejoice to see so large a class graduated today. It is the largest class to which I have ever given diplomas since it fell to me to give them, and I feel that each one of you has a source of strength in the numbers with which you unitedly go forth from the Perkins Institution. Numbers, I know, are nothing in themselves. Two or three are as great and as good as twenty, fifty, or a hundred; but a good, round number graduating at once inspires each member of the graduating class with a certain confidence which is reasonable, and which will lead, I am sure, to desirable results hereafter.

I congratulate you still more that you graduate in what may be called the kindergarten year of this institution. This implies a great deal more than the opening of a new department, because it means the stretching forth of a helping hand to an entirely new class of pupils, doing an entirely new sort of work, and entering, we may trust, upon an entirely new phase of beneficent life. The inspiration that comes from the opening of the kindergarten to this whole community ought to be felt through and through, but there are no human beings in the community to which that inspiration should come more thoroughly than to you. You are of the kindergarten year and from this year you will take, I am sure, an impulse to do good in your day and generation, to look beyond your own borders and see how far-stretching are the opportunities of good will and of good works among men. The world is waiting for you. It waits for you as it waits for the new-comers from every educational institution of the country, but you have it in your power to do something which the graduates of no other school may do. I read an account last March or April of the annual meeting of the College for the Blind in England, which was

held in London ; and at that meeting there was an address by Joachim, the great artist on the violin, who said that he owed much of what he had done and what he had been to a blind organist in Germany, who first among all men had shown him what music might do for a man and what part it might take in a man's life. That organist in Germany, though he was blind, was yet a guide and an inspiration to the greatest violinist of our generation. May you be in your turn a guide and an inspiration to somebody or other, to some circle or other in which you move, and may the work of the Perkins Institution go on through you where the Perkins Institution may be unknown by name, unless you say that you once learned in it how to benefit others. A warrior who had a broken sword offered him to fight the battle declined the weapon and turned away from the field, but another took up the broken sword as it lay on the ground and won the day. Your disadvantages are evident, but your advantages are also evident, and if you will take your broken sword and turn it into a weapon of truth and honor you will win the day in your generation. I do not know that swords are the best emblems of life, or that anything else which stands for force is to be set before you today. Rather take something that stands for the power of silent truth, of pervading principle, of deeply-penetrating knowledge. Our own Longfellow says in his sweet poem on *Maidenhood* —

“ Bear a lily in thy hand ;
Gates of brass cannot withstand
One touch of that magic wand.”

Bear the lily in your hands ! Bear it as the emblem of purity, of simplicity, of truth, of devotion to great ideas, and there is no gate of brass, there is no disadvantage arising from the loss of sight, but will yield at one touch of that more than magic wand. It matters not what any of us are so much as what we are all trying to be. Where do we look, whither do we tend, how are we growing ? These are questions that come home to the oldest as to the youngest among us, and on our

answers to these questions all our lives, or all that may be left of them, depend. Ask yourselves, my dear friends, the same questions: whither do I tend? How do I grow? And see to it that you tend towards the truth and the light, and into that truth and light may you grow forever!

The exercises closed with a grand chorus by Bach, *Wie schön leuchtet der Morgenstern!* and as the audience withdrew many expressions of satisfaction and delight were heard.

COMMENTS OF THE PRESS.

The proceedings were very generally noticed by both the secular and religious papers, and very full reports of the exercises were published, with favorable comments. Some extracts from these are subjoined:—

THE PERKINS INSTITUTION.

More than one heart, let us hope, took to itself the silent but powerful sermon that was preached from the platform at Tremont Temple yesterday afternoon during the commencement exercises of the Perkins Institution and Massachusetts School for the Blind. The group of young faces, some smiling and hopeful, some clouded with a sadness beyond reprieve, and all sightless, spoke a lesson to discontented people by which one, at least, will endeavor to profit. "Dear me!" said one woman, "the poor, patient, wonderful things! And I have been making myself miserable (and everybody else, too) because I am compelled to earn my own living by hard work. So long as I hold my faculties intact I will never complain of life's treatment of me again." How a single soul can witness the progress of these darkened minds towards freedom and light and not believe mightily in the Perkins Institution and its work, and the wonderful results obtained by that long-needed and now visible

kindergarten, is a mystery. Tremont Temple yesterday afternoon was packed, and late comers had hard work to get in at all. The commencement exercises were fully up to their usual standard of excellence and were of unbounded interest.—*Boston Evening Transcript*, June 8.

The Perkins Institution for the Blind has its foundations laid deep in the hearts of the people of Boston, and when a house is thus built it is not set upon sand. The interest and sympathy which the public has never failed to manifest in the affairs of the institution was heartily expressed by the immense audience that filled Tremont Temple to overflowing yesterday. Never was this sympathetic interest more richly deserved than in this latest appearance of the pupils of the school at South Boston, in conjunction with the introduction to their friends of the ten little blind children, under ten years old, the first fruits of the new Kindergarten for the Blind at Roxbury. Scarcely a month has passed since these initial half score of little children were collected from their homes (most of which were such that in the nature of things little could be done in them for the comfort and education of the little sightless wights), and the result of these four weeks of healthy outdoor life, of skilful training, of unlimited bread and milk, is an astonishing one. These merry, rosy little creatures, singing their pretty kindergarten song, working with their wee hands in the soft clay and modelling the simplest of the forms neatly and skilfully, appealed to the hearts of the audience with an eloquence in comparison with which the spoken or written words of their best friends is as naught. Mr. Anagnos, in a brief speech, said that the last dollar of the debt of the kindergarten had been paid off, and that now there was need of a permanent fund, by which the running expenses of the school can be met, and the ten little children be given ten, twenty or even more comrades. One hundred thousand dollars is the sum which will put the kindergarten on a solid, permanent basis, and when the superintendent



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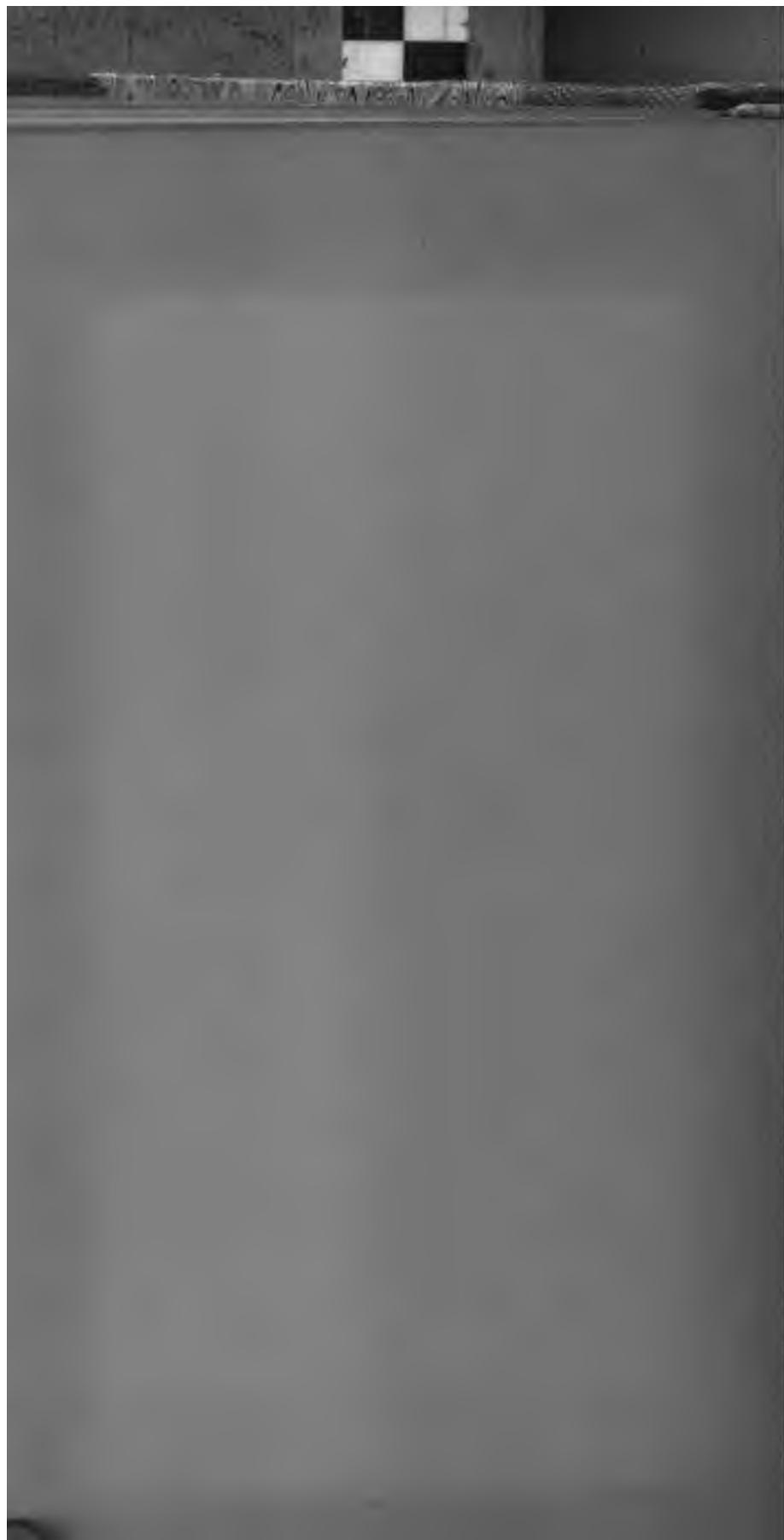
asserted that he meant to raise that sum there seemed to be no dissentient voice among his hearers. It is to be hoped and believed that the money will soon be forthcoming, for, though Boston seems to be trying her hand a little in the boodle line, she will not succeed in it. Her schools, her free education, her charities are the real jewels of her crown, and among these the kindergarten is a pearl of great price. — *Boston Evening Transcript*, June 8, 1887.

The annual commencement exercises of the Perkins Institution and Massachusetts School for the Blind, which took place at Tremont Temple yesterday afternoon, proved an event that blended in a greater degree than ever before the educational and the philanthropic interests, the attendance and the satisfaction manifested in witnessing the work of the institution being unsurpassed by any that has preceded it. In addition to the admirable attractions of the programme, the occasion had a peculiar interest as being the first in which exercises of the Kindergarten for the Blind were given by pupils from the excellent institution which has so recently been founded at the Highlands for this special class of training; and those who witnessed them were ready to respond in sympathy, if not in anticipation, to the thought of a permanent endowment fund to carry on this high outgrowth of New England civilization. — *Boston Journal*, June 8.

A full report of the interesting graduating exercises of the Perkins Institution for the Blind is given on another page of the *Traveller*. This school has always had a warm place in the hearts of the people of Boston; and evidence was afforded at Tremont Temple, Tuesday afternoon, that it was never more deserved than at the present time. To those in the audience who are not familiar with the work of the school, the work of yesterday was a pleasant revelation. — *Boston Evening Traveller*, June 8.

Kind people, "remember the blind!" The request is timely, and I hope it may be heeded by those who are best able to aid a noble work. The Perkins Institution and Massachusetts School for the Blind is in need of money. Can one be charitable in a more worthy cause? Here is good, solid, honest work being done, sincerely and with no blowing of trumpets; earnestly and with fine forgetfulness of self. Helpless people taught how to help themselves; unfortunates smitten through no fault of their own, dead to the world of beauty, being instructed how to live in a world that has been invented for them. I regret the sharp edge on my pen on this occasion, but, fortunately, the topic is in need of no sentiment. A little money expended in this direction, and light will shine on the most sad of all kinds of darkness. Think of this, good people, before you begin your summer pilgrimages of pleasure;—a few dollars, if you please, towards a good work. Deny yourselves a few cigars, a few yards of lace, a few bottles of wine, and allow the money saved to drift in the direction of this charity. I am persuaded that you will see better after you have helped the sightless: I know that they could be made the happier by your self-denial. President Eliot says that "to place the kindergarten on a firm footing, a permanent fund of one hundred thousand dollars is necessary." Here, then, is a broad opportunity for philanthropy that prefers profitable action to inactive sentiment; that instead of pretending, does; that values realized ideals above mere ostentatious theorizing. Manhood is appealing to manhood without fine phrases and without fawning or crouching. It is not turkey and mince pie for a jail full of criminals, nor bouquets for a condemned murderer; but money for honest, helpless people who are struggling in darkness for light. The appeal is less for charity than for right. Good work is too rare to languish for lack of judicious help. Open your purses, then, good people. The cry is pathetic: "Remember the blind!"—*Saturday Evening Gazette*, June 12.





FIFTY-SEVENTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1888.

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NOTE.

Credit is due both to Miss Sarah Elizabeth Lane, librarian of the institution, and Miss Martha W. Sawyer, clerk, for the assistance which they have given me in the preparation of this report. Besides collecting facts and revising manuscripts and proofs, the former has compiled the account of Laura Bridgman's semi-centennial anniversary, and the latter has written the sketch of Edith M. Thomas and the proceedings of the reception at the kindergarten, and of the commencement exercises of the institution.

M. A.



Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Nov. 27, 1888.

To the Hon. HENRY B. PEIRCE, *Secretary of State*, Boston.

DEAR SIR:—I have the honor to transmit to you, for the use of the legislature, a copy of the fifty-sixth annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

M. ANAGNOS,

Secretary.



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| Tolman, Joseph C., Hanover. | Whiting, Ebenezer, Boston. |
| Torrey, Miss A. D., Boston. | Whitman, Mrs. Sarah W., Boston. |
| Townsend, Miss Sophia T., Boston. | Whitney, Edward, Belmont. |
| Troup, John E., Providence. | Whitney, E., Boston. |
| Turner, Miss Abby W., Boston. | Whitney, H. A., Boston. |
| Turner, Miss Alice M., Boston. | Whitney, H. M., Boston. |
| Turner, Miss Ellen J., Boston. | Whitney, Mrs., Boston. |
| Turner, Mrs. M. A., Providence. | Whitney, Miss, Boston. |
| Turner, Royal W., Randolph. | Whitney, Miss Sarah A., Boston. |
| Underwood, F. H., Boston. | Whitwell, S. Horatio, Boston. |
| Upton, George B., Boston. | Whitwell, Miss S. L., Boston. |
| Villard, Mrs. Henry, New York. | Wigglesworth, Miss Ann, Boston. |
| Wainwright, Miss R. P., Boston. | Wigglesworth, Edward, M. D., Boston. |
| Wales, George W., Boston. | |
| Wales, Miss Mary Anne, Boston. | |



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Wigglesworth, Thomas, Boston.	Winthrop, Mrs. Thomas L., Boston.
Wightman, W. B., Providence.	Wolcott, J. H., Boston.
Williams, George W. A., Boston.	Wolcott, Mrs. J. H., Boston.
Wilson, Mrs. Maria Gill, Newton-	Wolcott, Roger, Boston.
ville.	Woods, Henry, Boston.
Winslow, Mrs. George, Roxbury.	Worthington, Roland, Roxbury.
Winsor, J. B., Providence.	Young, Alexander, Boston.
Winthrop, Hon. Robert C., Boston.	Young, Mrs. B. L., Boston.
Winthrop, Mrs. Robert C., Boston.	Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

SOUTH BOSTON, Oct. 10, 1888.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. John S. Dwight presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected:—

President—Samuel Eliot, LL.D.

Vice-President—John Cummings.

Treasurer—Edward Jackson.

Secretary—M. Anagnos.

Trustees—William Endicott, Jr., Joseph B. Glover, J. Theodore Heard, M.D., Andrew P. Peabody, D.D., Edward N. Perkins, Henry S. Russell, S. Lothrop Thorndike and George W. Wales.

The following persons were afterwards added to the list of the members of the corporation by a unanimous vote: T. O. H. P. Burnham, Alexander Young, John H. Holmes, Rev. George W. Brooks, George G. Tarbell, M.D., Frank E. Hodgkins, Dr. A. S. Hill and Erskine Warden.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,
Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 3, 1888.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen and Ladies:—We have the honor to present to you, and, through you, to the legislature of the commonwealth, the fifty-seventh annual report of the institution under our charge for the year ending Sept. 30, 1888.

For fuller details you will look, of course, to the more copious report, hereto appended, of the director.

1. The quarterly reports of the director, confirmed by the personal observations of the members of this board, present a very satisfactory record of the life, the education, and the whole work of the institution during the past year.

The total number of blind persons in its various departments at the close of the year was 214, against 200 last year, and 180 a year before that. Of the 214, 27 belonged to the kindergarten for little sightless children at Jamaica Plain, 168 to the school proper at South Boston, and 19 to the

workshop for adults. These are the numbers after allowing for 26 who were discharged in the course of the year. The number of applicants for admission at the reopening of the school in September has been larger than ever before, so that it has not been easy to find dormitory room for all; especially is this the case at the kindergarten, whose single building already overflows, so that some of the more advanced pupils have had to be transferred to the buildings at South Boston.

The health of the household has not been so good as usual. For particulars we refer to the report of the director.

2. THE SCHOOL.

This is the central interest of the Perkins Institution. The whole evidence of the director and the teachers, and all the personal inspection which the members of this board have been able to make, warrant us in saying, that the education in all its departments — physical, intellectual, æsthetical, moral, practical — has been more than kept up to the high standard of the past few years. The scheme has been broad and many-sided, constituting, in the words of Mr. Anagnos, "a sort of physical, intellectual and moral gymnasium, preparatory to the great struggle in the arena of life," — a struggle which has peculiar difficulties for young aspirants deprived of sight, and which demands all possible furtherance of sympathy, and



all enlightened means and processes of culture. The education is progressive, and does not run in ruts of habit and tradition. The teachers, from the director down, have their eyes watchfully open to all new lights, which really are lights, and they are eager to adopt all true improvements. Subject to the controlling thought and method of the system as a whole, the teachers are free to exercise their own invention, and consult their own common sense, their individuality of method and of influence. And, to any one who visits the class-rooms, it is always interesting and inspiring to remark the zeal, the enthusiasm, the kindness and patience, with which these teachers make their work attractive to themselves as well as to their pupils.

Physical training receives more and more careful attention here, as its importance becomes more appreciated, and its methods—its science, we may say—more understood. The clear and earnest, and indeed the learned manner, in which the vital importance of this subject is set forth in the last year's annual report of the director, including an abstract of the whole history of the treatment, or maltreatment, which the human *body* has undergone in the alleged interests of the soul, prompts us to ask every one to read it.

In the intellectual department, in reading, from the raised type and from the Braille; in spelling, writing and reciting, and in the forming habits of distinct enunciation and agreeable, persuasive and

yet unaffected utterance; in mental arithmetic and geography (branches in which these pupils have for years peculiarly excelled); in algebra; in natural history, which, with them, is entirely object teaching; and in higher branches like mental and moral philosophy, history, literature and science, to which small classes of the more advanced ones give considerable time,—the work is faithful on the part of teacher and scholar. All that could be said of it a year ago can be said now, and even more, for there is always progress.

Music has always held a prominent place in this seven years' course of education. Here, too, we must report a steady, uniform improvement. The musical director, Mr. Thomas Reeves, with no aid from his eyes, but seconded by able, faithful teachers and by seeing music readers, still keeps up the standard of attainment in chorus and solo singing; in pianoforte and organ playing; in correct, tuneful, tasteful execution of popular and sometimes classical selections by the well-filled band of reed and brass instruments (think of the patience it must cost to teach them all their parts, mostly by dictation, and the wonderful amount and accuracy of memory in those who learn them!); in musical theory also; in the practice and analysis of harmony, not stopping short of counterpoint, for their induction into the mysteries of which they have for more than a year past had such material to read and analyze and play and sing as some of



the German chorals, set in the inimitable four-part harmony of Bach,—an inestimable advantage to them, both as accustoming them to the purest models of artistic, tenderly expressive contrapuntal harmony, and as endowing them with the means of inexhaustible social and religious edification by participating together in such high and perfect music. This ideal, to be sure, has been only partially and quite imperfectly realized. The experiment is in its infancy. Certain practical difficulties, involving other aspects of the general education, make it, as yet, impossible for any frequent practice of the chorals by the four classes of voices all together in full harmony. Sopranos with altos, tenors with basses, learn and practice their parts separately, eking out the other half of the harmony by the pianoforte, which of course falls far short of the ultimate intention; and all other kinds of four-part singing suffer under the same unfortunate embargo. But these chorals also form good matter for the band. With the four parts well distributed among the various instruments, they constitute some of their most noble, beautiful, uplifting and inspiring performances.

The number of pupils who received musical instruction during the past year was one hundred and thirteen. Of these, eighty-eight studied the pianoforte; ten, the cabinet and pipe organs; six, the violin; eight, the clarinet; one, the flute; nineteen, the various brass instruments; thirteen, the

history of music; thirty-eight (divided into four separate classes) studied harmony; eighty-four practised singing in classes, of which there are five; and twenty-five received private lessons in vocal training. Of the eighty-eight who began to take pianoforte lessons, twelve discontinued them, after a fair and careful examination, for want of the necessary talent.

Among the studies and the remunerative industries of the institution, the tuning of pianos has been practised with remarkable success. Mr. J. W. Smith, the able and devoted head of that department, with Mr. G. E. Hart and a corps of well-tried practical tuners, continue not only to be reengaged for the tuning and regulating of all the pianos in the public schools of Boston, but to give unfailing satisfaction in numerous families, which have for years depended on their skill and faithful care.

This scheme of education, already large and many-sided, would not be complete without industrial training, whereby every pupil, boy or girl, may go out into the world armed for self-support by a practical acquaintance with some branch of manual industry. And this has been provided for from the date of the organization of the school. There is a workshop for the boys, in which the usual mechanic arts are taught, and with success, under the direction of work-master John H. Wright. Special attention is paid to upholstery,

with the details of which our assistant workmaster, Mr. E. C. Howard, has become very familiar. The workrooms for the girls are as attractive as ever, offering a scene of lively, varied, cheerful, useful, tasteful activity. Their fine condition is mainly due to the unremitting efforts and exquisite tact of the principal instructress and chief organizer, Miss Abby J. Dillingham, whose feeble health, unfortunately, compelled her to ask relief from her duties for one year; but she has returned to her post with improved health. In these rooms many of the girls have become adepts in the use of the needle, as well as in the manipulation of sewing and knitting machines. In some kinds of sewing, knitting and crocheting they surpass the majority of seeing workers. They excel in several kinds of handiwork requiring taste as well as skill. Nor is domestic labor neglected. They take their turns in doing the lighter household work, and will be able to do their part towards making homes comfortable and neat and pleasant.

3. COMMENCEMENT EXERCISES.

These were held, according to the annual custom for the last seven years, on Thursday afternoon, June 7, in the great hall of Tremont Temple, more overflowed than ever by the eager multitudes that sought admission.

As chance would have it, there were no grad-

uates this year, no pupil being yet prepared. This fact must not be thought to contradict or in any way deduct from the credit we have just been giving to the school. It arose simply from some reconstruction of the curriculum, with the addition of new studies, making it impossible for any to complete the course in season. But the exercises were as significant, as varied, and as interesting and impressive as they always have been. The president of the corporation, Samuel Eliot, LL.D., presided, and an earnest opening address was made by the Rev. William Elliot Griffis, D.D. As a prelude on the organ, a fugue of Bach was played by Christopher A. Howland. After the address, a popular overture was played by the band of the institution, never before so well equipped with clarinets, flute, cornets and all the usual instruments of brass, and never more accurate in intonation and in execution, while showing a considerable gain in taste and good expression. A class of boys were very quick and sure in the solution of problems in mental arithmetic. Then came reading from the raised type by the touch by two of the younger girls, who proved themselves remarkably proficient; the clear, pleasant voice and just accent with which they read it out were no less commendable than the sure, quick motion of their fingers picking up the words. In the absence of the little children of the kindergarten at Jamaica Plain,

on account of the recent illness there, this reading exercise was supplemented by the introduction of that second Laura Bridgman, Helen Keller, eight years old, from Alabama,— a child of remarkable talent, whose rapid progress in the acquisition of knowledge and the command of language during the year and a half that she has been under the wise, affectionate and patient training of Miss Anna M. Sullivan, one of the most gifted and accomplished graduates of our institution, has been simply marvellous. On this occasion she read with the left hand, rapidly and easily, a little story from the raised type, telling it at the same time with her right hand through the finger alphabet to her teacher, who interpreted to the amazed, delighted audience. The ways of the child were so attractive and so unaffected, she was so happy and enthusiastic in the acquisition of each new thought or image, so eager to learn more, almost acting the whole story out with an electric play of gestures and of features, an unconscious eloquence of the whole body, that she seemed inspired. There was a grace and fascination in her every movement. Life and the knowledge of new things, new thoughts, new people, seemed an insatiable delight to her. Her mental activity is untiring. Throughout the live-long day she seeks, she learns, and she enjoys. And her nature is most affectionate; she remembers and she loves every one who has taken

friendly notice of her, showing the most devoted fondness for her teachers and her nearest friends. Of course the whole great audience were moved to deepest sympathy, and wholly captivated by so rare a child.

After a nice performance of Bach's first prelude, arranged as a trio for violin, alto-horn and piano, by C. W. Holmes, H. E. Mozealous and H. W. Miles, an exercise in geography with dissected maps showed remarkable proficiency in J. S. Davis, W. A. Messer and F. J. Muldoon.

The gymnastic exercises by the girls and by the small boys, both tastefully and fitly uniformed, and the military drill of older boys, under the exacting discipline of their "colonel," J. H. Wright, formed a spectacle well worth witnessing. It was followed by a female chorus, Eichberg's "To thee, O Country," sung with sweet voices, tuneful and expressive. And then came specimens of the way in which the little kindergarten children (those at the parent school, South Boston) model objects, illustrating chosen subjects, in clay. This time they chose "The Bee and its Work" for their subject; and very curious, individual and apt, sometimes humorous, were the forms they produced; and quaintly naive, at once shy and confident, their hurried *vivâ voce* descriptions each one of his or her work. Helen Keller bore her full share also in this triumph, though she could not speak except through her

teacher. While this plastic work was going on, remarks on the kindergarten, with eloquent appeals for its support, were addressed to the audience by Dr. Samuel Eliot and the Rev. Stopford W. Brooke.

A song, "Queen of the Earth," delivered in a fine, rich tenor voice, and with artistic, cultivated style, by Lemuel W. Titus; a well-studied exercise in science (*a.* The Sponge; *b.* A typical plant) was offered by a class of girls; and the programme, which the whole audience sat through with more than patient interest, was concluded with an effective singing, in full chorus, of Mendelssohn's "May Song."

These illustrations must have convinced all witnesses of the high standard, steadily maintained, and with such excellent results, in the whole education at the Perkins Institution. This standard will inevitably rise to a yet higher point, the fruits will be much finer, when the new kindergarten shall have had a few years longer to become fully operative, and when blind children shall be sent to the parent school, not after being, as hitherto, exposed in tender years to sad neglect and all perverting influences, but properly nursed and trained to pure and wholesome habits; their young faculties developed; their minds made receptive; their finer sensibilities ministered to; their innocent affections met; and, under sympathetic, constant care and teaching, heart and mind

and limbs and senses kept in harmonious play, and their young lives made full of happiness and loving joy. The kindergarten, give it a fair chance, will send another set of pupils to the older school, prepared by healthy early habit for studies more advanced. The Kindergarten,— we come now to that.

4. THE KINDERGARTEN FOR THE BLIND.

A beautiful beginning has been made; a pleasant domain secured; a building,— the nucleus for future buildings,— comfortable and admirably suited for its uses, completed, paid for, and now already for a year and a half occupied as the happy home and school of little sightless children, who learn to read and play and sing and exercise the senses which they have in a harmonious, healthy way. Poor little innocents! They felt at once the gracious influences of the place, as well as of the kind, noble women set to care for them; the excellent matron, Miss Isabel Greeley, the two trained kindergartners, Miss Fanny L. Johnson and Mrs. Sarah J. Davidson, and the assistant matron, Miss Nettie B. Vose. In this happy garden the young plants began soon to brighten and develop. A single summer showed great physical improvement in them all. They seemed delighted to learn through object-lessons, and their schoolrooms and their playrooms were a charming scene to visitors. The spirit of the

place was irresistible, bright, busy, loving and progressive.

The school began in May, 1887, with ten little pupils,—seven girls and three boys. At the close of the year, June last, there had been twenty-three in all. The only drawback was the invasion of scarlet fever (of which a full account is given in the report of the director), with the death of one very promising little boy. At present, twenty-seven children have been received; the building has accommodations for only thirty-two. One or two of the most advanced have had to be transferred to South Boston, and there are still more applicants. Waiting thus their turn, they are losing valuable time, and, in most instances, remain exposed to pernicious influences, from which they ought to be speedily removed. The erection of a second building, similar to that now in use, will ere long become imperative. But where are the funds to come from?

That "endowment fund of \$100,000," which alone will supply a reliable source of income for the support of the kindergarten, accumulates but very slowly. Through the strenuous efforts of the ladies visiting committee, and of other friends of little sightless children, about one-third of this sum has been contributed. For the remaining two-thirds we must appeal once more to the philanthropic public.

The members of the ladies visiting committee

have done well their part so far, and do not falter yet. They have taken a profound interest in their work, and rendered valuable service in many ways. They have visited the kindergarten regularly, and in no mere perfunctory manner. They have become acquainted with the pupils and their needs; have learned to know them and their teachers; have aided and encouraged both with sympathy and good, womanly advice. They have made several appeals to the public in their behalf,—a public which has not yet met them half way. They have held receptions, not without fruit. They have done everything in their power to bring the enterprise to the notice of those who are blessed with benevolence as well as wealth.

Shall the appeal fail? Shall a work so incontestably good, a cause so sacred, languish for the want of money? Of course, it would be insulting Providence to doubt that the fund will be made up in course of time. But we need it *now*. We need it, that the helpless little ones presented for admission may not plead in vain. We need it for the relief and freedom from anxiety of our director, the self-sacrificing author of the plan, whose whole heart is in it; who has racked his brain and strained every faculty day and night in shaping and maturing it, and has expended his rare powers of elucidation and persuasion in getting others interested in it, until

it is absolutely due to *him* that all who have the means shall see to it that this foundation shall no longer remain uncompleted. We owe it to the beautiful idea itself, if only for its own sake, to a new movement in the work of education, one of the most original, most interesting, most beneficent (so far as it has yet had a chance to try itself) that ever sprang up among teachers in the whole history of education. If you doubt it, friend of humanity in this most philanthropic neighborhood,—at all events reputed such,—let us beg of you to take some early pleasant day, when you can do nothing better, and go out to Jamaica Plain and pay as long a visit as you can to that humble but attractive kindergarten, now only in its infancy. The teachers will welcome you with joy, explaining everything, concealing nothing; and the little ones, the flowers of this living garden, most certainly will win your heart. Do not fail to take the trip, you who delight in doing good and helping a good work. What worthier can you find? Object-teaching is the best kind for you, too; and when you see the school in operation,—the first such primary school for sightless children in the world,—you will own that its great usefulness is already fully demonstrated, and that its importance as the first round in the ladder of education for the blind is shown by the fruits already obtained through its ministrations.

5. FINANCES.

In the report of the treasurer, presented herewith, full details are given of all the receipts and expenditures of the year, which may be summarized as follows:—

Cash on hand, Oct. 1, 1887,	\$3,028 47
Total receipts from all sources during the year (including collections of payable notes), . .	160,463 80
	<hr/>
	\$163,492 27
Total expenditures and investments,	126,185 75
	<hr/>
Balance,	\$37,306 52

From this exhibit it may be seen that the finances of the institution have been prudently managed, and are in a satisfactory condition.

By will of the late Ann Schofield, the institution received a bequest of \$2,000, and also an interest in the estate No. 47 Pinckney street, upon the death of certain relatives. These relatives desired to purchase the interest, and the institution accordingly sold it to them for the sum of \$2,250 (which in one sense was partly a gift), making the total receipts from this bequest amount to \$4,250.

By a unanimous vote of the board, a part of the permanent funds has been invested in real estate. A brick building, four stories in height, located at No. 10 Hayward place, has been purchased, and a part of it will be eventually used for the purposes of the institution.

The members of the finance committee have exercised due care in all matters of investments, while the auditors of the accounts have examined all bills and vouchers with regularity and diligence, and have certified their correctness.

6. REPAIRS AND IMPROVEMENTS.

No structural alterations of noticeable magnitude have been undertaken during the past year, and the work of repairs has been confined to what seemed to be necessary for the preservation of the buildings,—some parts of which are in a rather shaky condition,—and for the health and comfort of the household. The only radical change has been made in the entrance of the main building (hitherto always a precipitously steep and awkward, if not dangerous, approach), which has been reformed, reconstructed and improved as much as the limitations imposed by an antiquated edifice, ill-adapted to practical purposes, would allow.

7. PRINTING FOR THE BLIND.

The press has been, during the year, in active operation, and prolific in its issues. The edition of the "Book of Common Prayer," for which Mrs. Sarah A. Lawrence made provision, was issued early in the year, and by her munificence a fund is provided for reprinting it whenever new copies shall be needed. Since its completion there have been printed editions of Longfellow's "Hiawatha," "Stories for Little Readers," "The Child's First

and Second Book," and the first volume of Irving's "Life of Washington," of which the remaining volumes are now in press. Besides the books already mentioned, an edition of one hundred copies of the "Story of a Short Life" has been printed for free distribution, at the expense of Miss Nina Rhoades of New York, whose liberal gift we here gratefully acknowledge.

The importance of this department cannot be overestimated. With every new book there is an enlargement for all coming time of the scope of knowledge, æsthetic culture and intellectual enjoyment for the blind; and this not only for our own institution, but for all similar schools in the English-speaking world.

The most pressing need of this department is a building, in which the different processes may be conducted with increased facility; and with it a fire-proof depository for plates, which, if destroyed, could be reproduced only with a large and needless expenditure of labor and money.

In addition to the books which have been printed, ten wall-maps have been completed, and the same number of dissected maps are in the process of construction.

8. WORKSHOP FOR ADULTS.

The workshop, as will be seen by the financial statement, has barely supported itself; but it has been of essential service in employing persons



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whose faithful industry entitles them to a livelihood, but who without this resource would sink into inevitable idleness and penury. This department deserves patronage, for its work is of the very best quality, and at prices barely remunerative. But it cannot compete successfully with establishments that keep themselves before the public by advertising and agencies. All that it needs is an increased demand for its work. We beg the friends of this institution to make known in their respective circles this method by which an essential charity may be conferred, with mutual benefit to giver and receiver.

The first teacher in this department, John Pringle, died on the 27th of August, at the age of seventy-five, and in his fifty-sixth year of service. He was educated at the Edinburgh Institution for the Blind, and was engaged by Dr. Howe to start the operations in handicraft in the Boston school. He has filled his place with credit and honor, and by industry and thrift has secured a comfortable subsistence for his family.

It is worthy of note that the three earliest schools for the blind in this country all obtained their first teacher in handicraft from the Edinburgh institution: John Pringle having come thence to Boston in 1832; William Murray, to New York in 1833; John Roxbury, to the Pennsylvania institution in 1833 or 1834.

9. DEATH OF MEMBERS OF THE CORPORATION.

The corporation has lost by death during the past year one of its most devoted and efficient friends and helpers, James Sturgis, for more than thirty years a member of the board of trustees. No man can have left a more precious memory than he will ever hold in the respect, esteem and love of the many who were in various ways brought into relation with him. Rigidly upright, benevolent equally from feeling and from principle, wise in counsel, unsparing of time and labor in any and every cause of human good, he gave his whole noble self, mind, heart and soul, to the interests of this institution, and has been closely identified with its growth and well-being for more than half the period of its existence.

The trustees, at a meeting on the 3d of February, 1888, expressed their sense of his merit and of their own bereavement and loss in the following vote:—

In the death of James Sturgis, late a member of this board, we have lost a constant, faithful and devoted friend of our institution; a colleague in whose intercourse, counsel and coöperation we have always found enjoyment and benefit; an associate endeared to us by his uniform courtesy and kindness; and a fellow-citizen whose upright, honorable and generous life has merited cordial esteem, respect and confidence.

The other members of the corporation who have died during the year are: Louisa May Alcott, well-known for her eminent and merited success as an

author; Ezra Howes Baker; Mrs. E. B. Bigelow, whose whole life was a ministry of love; James Freeman Clarke, whose loss is deeply felt in every cause and interest of philanthropy; George H. Corliss of Providence; Mrs. Margarett S. Curtis; Stephen Deblois, a man of high reputation for fidelity in various positions of trust and influence; Mrs. George Gardner, who made it her happiness to do good; Henry W. Gardner of Providence; Mrs. Sarah A. Gill of Worcester; William Grosvenor of Providence; Moses Hunt of Charlestown; John Pickett of Beverly, a man of surpassing merit in all the relations of social and public life; Mrs. Sarah Shaw Russell, one of the noblest of women, who abounded in kind offices in the smaller and the larger circle; John H. Sturgis; and Samuel D. Warren, a liberal supporter of various public charities.

All which is respectfully submitted by

FRANCIS BROOKS,
JOHN S. DWIGHT,
WILLIAM ENDICOTT, Jr.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
HENRY S. RUSSELL,
THOMAS F. TEMPLE,
S. LOHIROP THORNDIKE,
GEORGE W. WALES,

Trustees.

THE REPORT OF THE DIRECTOR.

“Je songe à l'an qui s'avance,
Tout aimable et tout joyeux,
Rempli de foi, d'espérance
Et de rêves radieux.” — DUVAL.

TO THE BOARD OF TRUSTEES.

Gentlemen:— Another year, the fifty-sixth in the history of the institution, has just closed; and, in bidding it farewell and welcoming the radiant dawn of a new one, I beg leave to submit to you a brief account of what has been done during its course, and to touch upon such matters as are germane to the education of the blind or concern their general welfare.

It is a great pleasure to be able to state, at the outset, that the current of events has flowed on regularly and quietly, and that nothing unusual has occurred to impede its onward motion or to disturb its evenness.

The establishment has enjoyed a high degree of prosperity. The tasks and enterprises appropriate to its different branches have been carried on with

care and assiduity, and its affairs, both external and internal, are in such a desirable condition, that, if we cannot announce the full realization of all our wishes and hopes, we may yet rejoice in the abounding evidence that we have not labored in vain.

NUMBER OF MEMBERS OF THE INSTITUTION.

"Learning's little household did embark,
With her world's fruitful system, in her sacred ark."

SWIFT.

At the beginning of the past year the total number of blind persons connected with the institution in its various departments, as pupils, teachers, employés and work men and women, was 200. Since then 40 have been admitted and 26 have been discharged, making the present total number 214.

Of these 167 are in the school proper, 28 in the kindergarten at Jamaica Plain, and 19 in the industrial department for adults.

The first class includes 153 boys and girls enrolled as pupils, 11 teachers and other officers, and 3 domestics. Of the pupils, there are now 141 in attendance, 12 being temporarily absent on account of ill health or from other causes.

The second class comprises 27 little boys and girls and one teacher; and the third 19 men and women employed in the workshop for adults.

HEALTH OF THE HOUSEHOLD.

"Ἄστεαν γάρ το' δ' ὑγιεῖας ἔχει." — EURIPIDES.

I regret to be obliged to report that the standard of the general health of the household has been below the customary average. True, we have had no violent outbreaks of epidemics, nor any instance of serious illness; but our records show an unusual amount of ailments of a minor character. This has been especially the case in the boys' department. Here, during the months of February and March, an uncommonly large number of pupils, teachers and other officers, were on the sick list from one to two weeks at a time, suffering either with nausea and diarrhoea, or with sore throats and a sort of weakening debility.

As a class of diseases similar to those occurring with us were prevalent in our neighborhood, their cause may be reasonably attributed to the atmospheric influences, which were for the most part marked with frequent changes, extremes of temperature and unwonted dampness.

At the recommendation of our medical inspector, Dr. Homans, the sanitary arrangements of the main building were at once examined by the proper authorities. The large cistern was emptied and cleaned, and the vent pipes of the traps were altered and reconstructed in strict conformity with the provisions and requirements of the new law regulating matters of drainage and plumbing.

In the girls' department, in addition to several cases of measles of the lightest form, there has been one of scarlatina. As soon as the nature of the disease was ascertained, the little patient was removed to the city hospital, where she received proper treatment, and made good recovery; the cottage in which she lived was thoroughly fumigated under the supervision of an agent of the board of health, and measures which proved very effectual were taken to prevent the spread of the infection.

Death has not penetrated the walls of the institution itself to lay its rude hands upon any of its inhabitants; yet we have to mourn the sad loss of two of our pupils,—Rosanna O'Riley of Somerville and Carl Paddleford of Boston. They died at their respective homes, the former in March, and the latter on the 29th of June.

Rosanna was an amiable and well-disposed girl, born with all her faculties in perfect condition. About four years ago, while attending school in her neighborhood, she received a very severe injury by the fall of a heavy gate,—which struck her on the side of the head,—and lost her sight in consequence of the blow. Evidently a serious disturbance was caused in the cerebral region by this accident, from the painful effects of which she never recovered, suffering more or less from them as long as she lived. Three days after her admission to this institution, which took

place on the 21st of September, 1887, she had one of these attacks, and was obliged to go home and remain there for three or four weeks. This has happened several times. Finally, she was placed at the Massachusetts General Hospital, where she had most excellent care and medical attendance. She was repeatedly and thoroughly examined by the best specialists and other eminent physicians connected with that renowned institution, but they were baffled in their investigations and diagnosis by some symptoms of the malady, which seemed to be unique in their nature.

Carl was a good, honest, conscientious lad, of average mental ability, and refined bodily organization. As he was ailing with a soreness of the bowels, to which he was subject, he went home four days before the close of the school term for the summer vacation. Soon his illness developed into typhoid fever of a dangerous character, and terminated fatally. His demise was very sudden, and cast a gloom over his loving sisters and father, while it filled with grief every member of our household.

REVIEW OF THE WORK OF THE INSTITUTION.

"Let us survey the vantage."—SHAKESPEARE.

The work of the institution has been carried on, as usual, in five distinct departments; and a brief review of the operations of these different

branches during the past year will show that our system of physical education, mental development, moral and æsthetic culture, and manual training, has been pursued patiently and perseveringly, and that the results produced thereby are manifest in various ways.

DEPARTMENT OF PHYSICAL CULTURE.

"Health is the vital principle of bliss,
And exercise of health." — THOMSON.

The value of physical culture has been fully recognized in our school, and due attention has been paid to it. Indeed, it is no presumption on our part to say, that no similar establishment in this country affords better and ampler facilities for the regular and systematic training of the bodily powers than does our institution. We aim to render these in the highest degree efficient in their several functions, to check morbid tendencies and to prevent disease.

Our gymnasium is adequately equipped with the necessary appliances and apparatus, and the various exercises therein prosecuted, under the direction of Colonel John H. Wright and Miss Della Bennett, are progressive in their arrangement and simple in their character. They tend to oxygenate and purify the blood, expand the chest, call all the different sets of muscles alike into play, strengthen the nerves, increase the

action of the circulatory organs, promote digestion and assimilation of food, develop robust constitutions, and fortify those that are feeble, and keep up the sanity and vigor of the brain.

In compliance with the requirements of the institution, the pupils have pursued the series of gymnastics assigned to them with steady regularity. Moreover, every method has been employed to induce and even to compel them to spend a portion of their time in the open air every day. Our rules requiring them to be out of doors during recesses are enforced quite as rigidly as those which demand their presence in the schoolroom during study hours.

LITERARY DEPARTMENT.

"The helm may rust, the laurel bough may fade,
Oblivion's grasp may blunt the victor's blade;
But that bright, holy wreath which learning gives,
Untorn by hate, unharmed by envy, lives." — GRAHAME

In reviewing the work of this department, I note with pleasure the advance herein made, and am happy to report that the mental activity of the pupils has been diligently promoted, and that their appreciation of knowledge, and their desire to crown their heads with the "bright wreath which learning gives," have been steadily developed.

Following the injunction, *nil temere novandum*, we have made no rash innovations in the

modes of teaching; yet rational improvements have been introduced, and the evolution of ideas from the examination and study of sensible objects has been steadily promoted. Great reliance has been placed upon the employment of tangible articles and concrete illustrations as the fittest means for imparting exact knowledge to the blind, as well as stimulating their thoughts. Objects and materials of various kinds, freely drawn from the animal, vegetable and mineral kingdoms, have been in constant use. This method of instruction is of incalculable benefit to both seeing and sightless children. For, as Goethe says, nature is the only book that presents weighty matter on every page.

"Die Natur ist das einzige Buch, das auf allen Blättern grossen Inhalt bietet."

Owing to a variety of causes of a purely personal character, an unusually large number of changes has occurred in the corps of instructors in the boys' department, where there remains but one of the four teachers who were with us twelve months ago.

For reasons relating to the condition of her health, Miss Sarah J. Whalen withdrew from the service of the institution at the beginning of the spring term in April, and Miss Mary Howard of Chelmsford was appointed as her successor. Miss Howard is perfectly familiar with the wants and requirements of the blind, and has proved to be a

valuable acquisition to the *personelle* of our school. Patient, unassuming, modest, strictly conscientious, prudent, and of a well-balanced mind, she is thoroughly devoted to her work, and spares no labor to make it a success.

At the close of the school term, Miss Annie K. Gifford declined a reelection, having decided to spend a part at least of the coming year at her home in Provincetown, in order to obtain some rest and recreation made necessary in her case by the fatigue resulting from the faithful performance of her duties. She was quiet in her demeanor, and of a retiring disposition, but true, honorable, discreet and fair-minded in all her dealings with her pupils and associates. It was with deep regret that we felt ourselves obliged to part with her. Miss Kate F. Gibbs, a graduate of the Westfield normal school, and a person of experience and good parts, was appointed to fill the vacancy. A few weeks later Mr. Jesse T. Morey sent us formal notice of his decision to quit his post as principal teacher in this department, in order to enter upon the duties of superintendent of the public schools of a town in Nebraska, to which office he had just been elected. His resignation was accepted, and Mr. Edward E. Allen of West Newton was chosen in his place. Mr. Allen belongs to a family of teachers noted for their fine culture and ripe scholarship, and seems to have inherited some of their tastes and traits of character. He is well

acquainted with our work in all its special features, and the fact that he does not intend to consider teaching as a temporary resort, or as a stepping-stone to some other profession, but regards it as his permanent occupation, renders his joining our corps of instructors peculiarly welcome to us.

We have often had occasion to remark that the training which the blind children and youth receive at our school is not only beneficial to themselves, but also, in some instances, helpful to their families, both in an educational and moral point of view. As a further proof of this fact, we copy the following extract from a letter written to us by an intelligent and philanthropic lady, who is connected with one of the leading benevolent societies of her place, and who is deeply interested in the welfare of one of our little boys:—

I have waited a few days before answering your note, as I wished to see Charles R——. I am very much pleased to notice his improvement in every respect. His mother says that she shall give his brothers a good education, so that they may not be inferior to Charles. Freddy will enter the grammar school this fall. As you perceive, the education which Charles is receiving will benefit the whole family. And, as I hoped, the father is keeping sober while Charles is at home.

One of our graduates of the class of 1887, Mr. William B. Perry, who, in addition to the branches taught in our school, applied himself to the study of Greek and Latin with the assistance of a private tutor, has just been admitted

to Amherst College without a single condition — or restriction, having passed the requisite examination very creditably.

DEPARTMENT OF MUSIC.

"There is a charm, a power, that sways the breast;
Bids every passion revel or be still;
Inspires with rage, or all our cares dissolves;
Can soothe distraction, and almost despair:
That power is music." — ARMSTRONG.

The amount of good work accomplished in this department during the past year is very creditable to all connected with it, in whatever capacity.

The principal branches of both vocal and instrumental music have been well taught by competent instructors, but special stress has been laid on the study of the pianoforte, a proficiency in which is indispensable to those who intend to follow the musical profession.

One of the classes in harmony, consisting of ten girls, finished the first and second parts of Richter's manual, studying at the same time composition in its simpler forms. Fully realizing the intrinsic value of this branch, they worked sedulously to become proficient in it. The fruits of their labors were displayed in two concerts, the results of which were very gratifying, proving that the efforts of these young girls have been crowned with success. The programmes of these entertainments were made up wholly

of original music, in which were included pieces both for the pianoforte and the voice, the former being for two and four hands, and the latter for one, two, three, and four voices. In some instances, the words of the songs were also written for the occasion. The teaching of harmony is a suitable employment for those of the sightless musicians who are gifted by nature with a good ear, whereby they can readily distinguish each separate tone in any series of chords on the pianoforte.

Two new pianofortes have been purchased during the past year, and our collection of musical instruments of different kinds has been fully replenished, and has received many needed additions.

For the clear understanding and due appreciation of the master-works of the inspired composers, in addition to a comprehensive knowledge of constructive details obtained by a thorough study of the science of music, frequent attendance upon musical performances of a high order is indispensable. This privilege our students have enjoyed in full measure, and we gladly avail ourselves of this opportunity to acknowledge our indebtedness to the leading musical societies and organizations of Boston, to the proprietors and managers of theatres, and to the distinguished musicians of the city,— whose names will be given elsewhere,— for opening to pupils of this

institution, freely and in a most generous spirit, the doors of the best concerts, oratorios, operas, recitals and entertainments of various kinds.

There have been four changes made in the corps of teachers and music readers of this department. At the close of the last school session, Miss Julia H. Strong, who had rendered good service for three years, declined a reëlection; and the engagements of Miss Bertha E. Reed and Miss Jenny A. Wheaton were not renewed, in accordance with a previous understanding. During the latter part of the summer vacation, Miss Daisy S. Monroe resigned her position. The vacancies have been filled by the appointment of Miss Agnes E. Snyder, Miss Elizabeth B. Langley, Miss Alice Bryant and Miss Theodosia C. Benson.

TUNING DEPARTMENT.

"The sound
Symphonious of ten thousand harps that tun'd
Angelic harmonies." — MILTON.

Since the last report was made, the affairs of this department have been managed with the usual ability and sound judgment.

While the year which has just elapsed has witnessed no marked changes, it has, nevertheless, been a period of steady growth in those things most desirable for the well-being of this department.

The number of pupils has increased to sixteen. The facilities for the study and practice of the art of tuning have been kept up to the usual high mark. The contract for taking care of the pianofortes of the public schools has been renewed for another year, and the receipts from outside patrons indicate a growing feeling of confidence in the skill and ability of sightless tuners. Accounts received from former graduates of this department, who have settled in various parts of New England, show a good degree of success. A few are located in the western and southern states, and are establishing a business sufficient to yield them at least a fair maintenance, and in some cases much more than that.

DEPARTMENT OF MANUAL TRAINING.

"Great things of small
One can create, and, in what place soe'er,
Thrive under evil, and work ease out of pain,
Through labor and endurance." — MILTON.

Manual training has been made one of the most prominent means of improvement in this institution. Its claims are placed on a par with those of the regular studies, and a part of each day is devoted to it. All the pupils, whether destined to become teachers of music, or of some other branch, are required to spend a number of hours regularly in the shop, in order



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to learn to use their fingers ; and, be their social and domestic circumstances what they may, we cannot help urging them most emphatically to heed the following advice, which according to Rückert, a king gave to his son :—

“Be diligent

In learning all arts, in acquiring all manner of knowledge.
If you come to need them, they will be your capital;
If you do not, they will always be accomplishments.”

A brief examination of the operations of the industrial department will show that its work has been carried on during the past year with the same earnestness as heretofore, and with equally satisfactory results in both its branches.

I. Workshop for the Boys.

The manual training of the boys has been carried on with commendable zeal and with increasing success.

None of the usual branches of work has been allowed to lapse, and some of them have been greatly improved. This is specially true with regard to the upholstering of furniture, which has been steadily developed under the care of our assistant workmaster, Mr. Eugene C. Howard, and has become one of the leading and most available occupations for the blind. Several of the older pupils have been so well trained in this art, and have acquired such a proficiency

in it, as to enable them to take their places in the ranks of regular craftsmen. During the past year they have upholstered anew all the furniture in the cottages for girls in a most satisfactory manner.

II. Workrooms for the Girls.

"One by the hearth sat, with the maids around,
And on the skeins of yarn, sea-purpled, spent
Her morning toil."—HOMER.

The usual degree of activity has prevailed in these rooms during the past twelve months, and particular pains have been taken to maintain their attractiveness, as well as the high standard of industry which the pupils are expected to reach.

The classes in sewing and knitting, both by hand and machine, in bead and fancy-work, and in making useful and ornamental articles of various kinds, have been continued with excellent results.

In many cases the progress of the learners has been very slow ; and, in order to teach them the rudiments of handicraft step by step, the instructors in the different branches have been required to exercise no small amount of patience and tact. Yet, on the whole, satisfactory advancement has been made all along the line.

It gives us very great pleasure to report that the principal teacher in this branch of the in



dustrial department, Miss Abby J. Dillingham, who was compelled by feeble health to take leave of absence for one year in order to seek rest and recuperation, has returned to her post with strength renewed and spirits refreshed. We regret to add, however, that her assistant and substitute, Miss Cora L. Davis, who rendered efficient service to the institution for six consecutive years, is no longer with us, having entered upon the duties of a home of her own. The vacancy created by this new invasion of matrimony has been filled by the appointment of Miss Mary L. Sanford of Stamford, Vt. The engagement of Miss A. M. Morrison as assistant terminated with the expiration of the school year.

LAURA BRIDGMAN'S SEMI-CENTENNIAL.

"Age cannot wither her, nor custom stale
Her infinite variety."—SHAKESPEARE.

A noteworthy event in the history of the school occurred during the past year,—an event as unique and significant as it was interesting. It was nothing less than "the commemoration of an achievement, which has won the admiration and excited the astonishment of the world,"—a memorial meeting in honor of Dr. Howe, as well as an occasion of extending felicitations to Laura Bridgman, who celebrated, on the afternoon of Dec. 21, 1887,

the fiftieth anniversary of her admission to the school.

The date was somewhat later than that of her first arrival at the institution, but was chosen by Laura herself, in order that her fifty-eighth birthday might carry off the honors.

The music hall of the institution was appropriately decorated with plants and flowers, emblems and mottoes; conspicuous among the latter, and placed over the large organ, were Dr. Howe's chosen words, here and now grandly exemplified, "Obstacles are things to be overcome." In front of the platform an evergreen tree had been placed, beautifully decorated and heavily laden with presents sent by friends from far and near. The hall was filled to its utmost capacity with the members of the school, including those from the kindergarten, and with invited guests, among whom were Mrs. Julia Ward Howe, Rev. A. A. Miner, D.D., Rev. Edward Everett Hale, D.D., Rev. Phillips Brooks, D.D., Capt. Robert Bennett Forbes of Milton, Mrs. John E. Lodge, Miss Sophia B. Carter of Andover (one of Dr. Howe's first pupils) and her sister Miss Emily Carter.

Laura was seated on the platform, and at her special request Miss Moulton, the matron of the institution, sat by her side and kindly gave her a running interpretation of the performances as they progressed.

Mrs. Howe presided, and opened the exercises with the announcement that, in response to Laura's



request, her friend, Miss Freda Black, would give an organ solo, adding the explanation that Laura enjoys music through her feet from the vibrations of the floor. After the solo, which was spoken of as "appropriately jubilant and brilliant," Mrs. Howe gave a brief but most fitting address, in the following words:—

We meet today at once to congratulate a friend and to celebrate an achievement. We congratulate Laura Bridgman upon the completion of her fiftieth year of life in this beloved institution. We celebrate the victory achieved in her behalf by heroic philanthropy over difficulties supposed to be insurmountable. When we think of what Laura's life might have been, our thoughts present to us an abyss of darkness and isolation which we have no power to measure. We commiserate alike the blind and the deaf. "Knowledge at one entrance quite shut out" is a fact sad enough to contemplate; but when sight and hearing both fail, we might ask, what is left? In Laura's case these precious senses were lost in infancy, before the immature mind had had any opportunity of enriching and improving itself from the outer world. She had, indeed, seen that beautiful world, but with the eyes of a little child who knows not the meaning of what she sees. She had heard the music of a mother's voice when it meant to her only the ready sympathy and protection which the youngest child seeks and needs. Education would have interpreted to her growing mind the deep significance of these familiar facts. But at this juncture education became impossible. The outer world became a blank to her. We cannot wonder that her mother, on becoming aware of the child's condition, thought of death as a happy release for her. Any of us, under similar circumstances, would have so considered it. But this captive of darkness was to be ransomed. Even while people mourned and despaired for her,

her deliverer was at hand. As in the old days of chivalry the world was wont to demand a champion for a woman in distress, so Rumor found our hero, Dr. Howe, dwelling with prophetic foreboding upon the possibility of interpreting the two worlds of thought and of action to one shut off from the royal road to knowledge, the way of visible perception.

Laura seemed to be disinherited of her human estate. No ray of light, no accent of instruction, could reach her. For her there was no word, no definite thought. Now came the question, can the most patient labor lead her to the apprehension of language? Perhaps there would be one chance in favor of this, and many against it. Of that one chance Dr. Howe determined to avail himself to the utmost. He found the little girl desolate at her father's fireside; he persuaded her parents to give her into his care. And, after many efforts and much anxious waiting, the light within the beleaguered citadel answered to the light without, and Laura entered into the great inheritance of human thought and expression. So we congratulate Laura today upon having been enabled to live so much of a normal human life, rich in sympathy, and full of instruction to herself and others. And, rejoicing with her, we may also rejoice that the ministration which has been so happy in her case has become a point of departure for the instruction of many who are cut off, as she has been, from the immediate sources of knowledge, but who, like her, may be led to attain the great results of human life.

At the conclusion of her address, Mrs. Howe remarked that Laura herself had something to say, and proceeded to read the following sketch written by Miss Bridgman: —

There was a little blind and deaf and dumb girl named Laura D. Bridgman, whose eye was shaded by a curtain from her childhood; then the curtain was drawn up by the hand

of God, and her head' was filled with light divine. She lived on an immense farm in Hanover, N. H. She was conducted to Boston by her parents at the age of seven years. A great and wise gentleman came to visit her at her own home. His name was Dr. S. G. Howe, of whom little Laura was so very shy ; she was timid of his long hands when he took her tiny hands gently and kindly. Little Laura was shy when Charles Sumner and Dr. John Fisher and other gentlemen greeted her most cordially and kindly. She was so happy to live with Dr. Howe and his sister Jeannette for months. He bought her a little costly chair with a stuffed seat, which she enjoyed highly ; also a nice low and narrow bed, which could be made for sitting up in instead of leaving the French couch.

It was a joyous privilege for her to learn to spell on her tiny fingers. She learned to thread a darning needle by the aid of the first matron of the institution, whose name was Mrs. Smith. She loved her dearly. She used to rock on a rocking horse ; she used to ride in a basket with wheels, the girls loved to draw her so much. She studied arithmetic, algebra, geography, history, astronomy, philosophy and geometry when she was grown up. It was a blessing that she could accomplish various things. Besides doing duties for the matron and friends, she was happy to be the assistant of the teacher in the work school for many long terms. She hopes zealously that all children will be cared for with a loving providence from our heavenly Father ; also that they may love him.

It is a great pleasure for me to welcome you all on the blest anniversary of my birthday. I praise the Lord for his loving kindness toward me. He has been merciful to enrich me with a home and many friends during this long, long life of fifty years. I have attained the enjoyment through the wondrous goodness of our heavenly Father. If Dr. Howe and Mrs. Morton and Miss Rogers and Mrs. Bond were on

the wide earth, it would add the happiness of my greeting them at this jubilee. But the Lord is my joy, and I rely on him for real happiness. I loved Dr. Howe as well as an own father. He was a precious gift from above for my youth. He is more worthy than fine gold."

Dr. Samuel Eliot, president of the corporation, was unable to attend the celebration, but sent a congratulatory letter, containing facts and reminiscences of the deepest interest: —

DEC. 20, 1887.

DEAR MR. ANAGNOS: — I very much regret that illness will prevent me from being with you tomorrow when you keep Laura Bridgman's semi-centennial. The celebration of an event so interesting to the school as her admission to it is a happy idea, and I am sure, with Mrs. Howe and other friends, it will be most happily carried out. Will you give Laura a message of kindness and deep personal interest from me? I am thankful for her that she has fifty rich years to look back upon, filled as they are with memories of devotion to her and devotion from her, the dead no less living to her than those who survive, and all in one communion of helpfulness and love. It is indeed a beautiful life, its great wants greatly supplied, and its grateful returns flowing in an unbroken stream.

My own recollections of her are more than half a century old. I was asked in my boyhood by Mr. Longfellow, my mother's friend and mine, to go with him to the White Mountains, and not with him only; but with his travelling companions Mr. Hillard and Dr. Howe. Mr. Hillard was to deliver an oration before a Dartmouth College literary society at commencement, and so the first stage of our journey was Hanover, N. H., where we spent several days. One afternoon Dr. Howe left us to see a child of whom he had spoken as interesting him strongly. She was not merely blind like his pupils in the Perkins Institution, but was also deaf and dumb. Neither

Dartmouth commencement nor the White Mountains had been the chief object of his journey, but this child, whom he thought he could help, if her parents were willing to intrust her to him. It was a grave proposal to make to them, a grave responsibility for him to assume; but he was ready, and the parents yielded. He returned to us from his drive like one who had won a victory; and a victory it proved,—one of those victories of peace which uplift humanity and bring us all nearer to God.

The day when Laura Bridgman was found in her helplessness by her benefactor was her true birthday. Till then she was more like one unborn; but at his word she was born into the life she has since lived. The lines of Whittier on his own birthday come back to us as we celebrate hers:—

“ And if the eye must fail of light,
The ear forget to hear,
Make clearer still the spirit’s sight,
More fine the inward ear.

Be near me in my hour of need,
To soothe, or cheer, or warn;
And down the slope of sunset lead,
As up the hills of morn.”

With all good wishes, your faithful friend,

SAM'L ELIOT.

A performance by the band then gave the audience another opportunity of witnessing Laura's pleasure in music, as she frequently clapped her hands and uttered sounds of delight.

Rev. Edward Everett Hale, D.D., was then called upon.

He said that he had the advantage, which sixty-five years of age gives, in being able to compare the present with the past. He remembered the first fair for the blind which had

been spoken of ; indeed, he was fond of telling his young friends at the institution of the contribution which he made to that fair, and of the glories of it in the eyes of a boy. In those days, the blind had not one book to read where they have now a hundred, and successes which we now count as a matter of course were then spoken of as if they were doubtful experiments.

It is impossible to speak on such an occasion without recalling the memory of Dr. Howe, to whose courage, faith, perseverance and insight, what we might call the second birth of Laura Bridgman was due. To the sagacity of his plans, to the diligent care of his daily observation, and to that unbroken patience with which he carried on his care of her, who shall say how much the world now owes? For, indeed, the whole system of our modern education, not only of the blind, but in all schools, has been changed by the light thrown upon the training of the human mind in the successive reports of Dr. Howe. And what a benefaction it is which he and Laura Bridgman gave to this world! How much the world now owes of its knowledge of the mind and its processes,— may I not say of the soul and its powers?— which it can prove by a visible demonstration, for which, fifty years ago, no such demonstration was possible! Here is the whole range of skepticism as to spiritual power; here are the people who tell us that to the operation of the five senses is due all the knowledge which we call spiritual knowledge, all the conceptions which we call spiritual conceptions, all the insight which we call spiritual insight. And now those persons, when they tell us so, have to consider the undoubted fact, that, in Laura Bridgman, who is bereft of at least three of those senses, what we call spiritual life shows no check or hindrance. The elements of spiritual life are faith and hope and love,— “these three abide and are eternal.” And where will you go to find faith or hope or love stronger in their work, more distinct in every token

which you may ask for, than you find them in the life of our friend here, who is wholly deprived of the organs, which you are told, produced these realities by some mechanical efficacy? This is no time nor place to carry out such illustrations of the new plane on which the whole science of education stands, since Dr. Howe brought the little girl whose new birthday we commemorate from her country home; since he lifted her from that grade of being, which one hardly calls human life, in which she only felt with her finger-tips the roughnesses of outside things, and made her live and move and have her being in that other plane of life, where they see as they are seen and know as they are known, even if they think the thoughts of angels, and see the visions of angels, and know the truth which angels are glad to know. But, without carrying out into long detail the suggestions of such memories, one is glad to express gratitude to Dr. Howe and congratulation to her.

Rev. A. A. Miner, D.D., was the next speaker. He gave an interesting account of a call which he made at Mr. Bridgman's house in Hanover, N. H., during his residence in the neighborhood as a young school-master, where he first saw Laura, then a beautiful infant of a year old. This was before the dreadful fever had deprived her of every sense but that of feeling.

It would tax our imagination, he added, to conceive how it could be possible for Laura to regain any fraction of that which she had lost; but it is only a wonderful illustration of that great and wise maxim, "where there is a will there is a way." What has here been done is but a dawning of the possibilities of education.

A group of children seated on the platform, and comprising the members of the kindergarten in Jamaica Plain, were now introduced, and gave a little song composed for the occasion, in the following words:—

The birthday queen we children greet,
And offer roses, fresh and sweet.
May fortune never cease to bless
And crown her days with happiness.

Meanwhile, two of their number came forward and presented Miss Bridgman with a beautiful basket of choice flowers, "which she fondled with such evident delight that one could almost believe her touch was delicate enough to convey to her mind an idea of their true beauty in color and fragrance."

Rev. Phillips Brooks, D.D., was then invited to speak, and alluded to the mystery of Miss Bridgman's life:—

How isolated, shrouded in darkness, it seems to us, yet perhaps more blessed than we can imagine, since in her blindness she may have seen things that other minds have never conceived. There is something more than the mere fifty years of Laura Bridgman's life that we can be grateful for. It has opened up a new thought, a new world to us, — the knowledge of that great unseen. I do not know how much she has realized this, how much light she has shed upon science and upon the method of treating those similarly afflicted; but it is certainly great. Her life has been free from distractions; it has not been pulled about by outside

influence. In the silent house of fifty years this life must have been drawn near to God with a nearness which we cannot feel. If she has had thought of the great usefulness of her life, of its inspiration, we have nothing to pity her for, only to congratulate her, and feel a fellow-thankfulness for her life.

The speaker hoped for many more years of happiness for Laura, before the perfect life which never ends should come. In conclusion, Dr. Brooks made a pleasant allusion to the kindergarten and the parent institution.

Capt. R. Bennett Forbes of Milton, one of the oldest living representatives of the Perkins family, contributed the following interesting reminiscence connected with Laura's history:—

As my memory, like my speech, is very short, I have reduced it to writing. Feeling great interest in this institution, and believing that I am the oldest representative of one of its earliest friends, Col. Thomas H. Perkins, I have come here at the invitation of Mr. Anagnos. After what has been said by able speakers, it would be out of place for me to say more than a few words, especially as my deafness prevented my hearing what has been said. A friend reminds me that Thomas Carlyle impudently said, "what great or noble thing has America ever done?" It was replied: "She has produced a girl born deaf, dumb and blind, who, from her own earnings, has sent a barrel of flour to the starving subjects of Great Britain in Ireland." I had the pleasure of carrying the flour to Ireland in the "Jamestown," in 1847; and, after forty years, the fact has not been forgotten by the Irish people.

A statement was then given regarding the number and condition of persons at the present



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day afflicted like Laura. "Two of these are now under special training, and are in charge of graduates of this school,—Edith M. Thomas, scarcely nine years of age, who has just been admitted to the kindergarten, and has already mastered a few words in the finger language; and Helen A. Keller of Alabama, who, though little more than seven years of age, is quite phenomenal in mental capacity and growth, and has already made remarkable progress, as *fac-similes* of her letters, in the neat 'square hand,' clearly prove."

Helen's story excited intense interest, and held the attention of the audience very closely, as it seemed to present another little Laura Bridgman, just emerging from dread darkness into joyful light, under the faithful instruction of a gifted teacher, who had studied Dr. Howe's methods and imbibed his spirit, thus helping forward his great work, and adding choice flowers to his memorial wreath. It seemed a singular coincidence that Laura's semi-centenary should mark the advent of two little hapless pilgrims to the beneficent care that had given to her life all its brightness.

Selections from a biographical sketch of Laura, compiled from Dr. Howe's reports, were read by Eunice French, and a four-part song given by the girls concluded the programme.

During the exercises Laura had shown a keen and lively interest in all that was passing, and

her mobile countenance and happy manner clearly expressed the overflowing joy of her heart. When she was at length conducted to the tree, her surprise and delight seemed boundless. Friends gathered around to present their congratulations, and to witness her joy as she examined and appropriated the gifts. As she had previously intimated that nothing would give her more happiness than a music-box, one was soon discovered among her new-found treasures, and set in motion. Holding it in her hands, she felt the vibrations of the tune, and laughed aloud with pleasure. A gold bracelet next caught her attention, and with an expression of delight she placed it upon her wrist.

The whole scene was one which verified and emphasized the assertion, that the development of Laura Bridgman's nature to the point which it has now reached, requiring as it has the utmost skill and patience on the part of her instructors, is "one of the most remarkable educational facts of the century."

HELEN KELLER.

"Nor strong tower, nor wall of beaten brass,
Nor airless dungeon, nor strong links of iron,
Can be retentive to the strength of spirit."

SHAKESPEARE.

The case of little Helen Keller is a most striking illustration of the truth, which is tersely but graphically expressed in the above lines of the poet.

...y victim was at once isolated from
ment, and sunk in the bosom of the
profound stillness. She could no longer
hear the music of the birds and the soothing
voice of the loving mother, nor see the beauty of
the smiling faces of those around her.
She could no longer gaze upon the sun and moon and every starry light
that shone around her, and the booming of the can-
ton, "winged with red lightning
and fierce and tempestuous rage," ceased to have the slightest effect upon her sealed ears. To her all was black-
ness, silent and awful. Hers seemed to be a sealed
and secluded lot of an exile in the world, de-
prived of all human fellowship, shut out from all social
intercourse with others, and doomed to pass
midst of the crowd to the misery of s-
solitude. The following words of
Scott give as characteristic a description of her position in society as if they had been
written to express purpose:—

material world, became a sort of dismal dungeon cutting her off "from the cheerful ways of men," her unfettered spirit was neither crushed nor maimed, nor reduced to drowsy inertia and fatal stupor by the mournful sullenness and dead silence of its encasement. On the contrary, like a caged lark, impatient of its captive state, it was constantly striving for a vent whereby to get abroad, to go out and examine the relations of external things, to come in contact with living creatures and inanimate objects.

While Helen's mind was thus laboring to escape from the strong tower of its imprisonment, my friend and former pupil, Miss Anna M. Sullivan, was engaged by Capt. Keller at my recommendation to aid his little daughter in her strenuous efforts to gain freedom. Fully conscious of the magnitude of the task, the young teacher entered upon the duties of her holy mission with much diffidence and not a few misgivings as to the completeness of her equipment and its adequacy to meet the requirements. But she was determined not to disappoint those who placed implicit confidence in her ability. Nor was there any ground for serious apprehension of failure on her part. She had no uncertain problems to solve, no untried experiments to make, no new processes to invent, and no trackless forests to traverse. Her course was clearly and definitely indicated by the finger of the illustrious liberator of Laura Bridgman. His

van saw at a glance that she had an exceptionally bright child to deal with, and that wonderfully made could not be kept in shade. The ebulliency of Helen's mind and the outbursts of despair which followed the failure of her attempts to make herself understood by the members of her family, convinced her teacher that there was a tremendous force locked up and suppressed in a soul struggling for an outlet, and ready to burst through all barriers. Following the simplest and most natural methods of Dr. Howe, Miss Sullivan anxiously to find some aperture in the gloom of the cavern, through which to convey a glimmer of knowledge to a starving soul. Her efforts were rewarded with a speedy and gratifying result. Helen's darkened mind was reached through the sense of touch, and was filled with rays of light. The stupendous feat was accomplished almost instantaneously, as by the touch of a master hand.

lifted from her bondage, she stands now upon the mount of mental vision, and receives her inspiration directly from external sources. Her deliverance from the dreadful abyss of blackness and solitude was hailed with joy in every direction; and, while she is still contending against fearful odds, the people at large watch her with loving sympathy, encourage her in her attempts to gain intellectual light, feel pride in her achievements, applaud her triumphs, cheer her with appreciative words and cordial greetings, and urge her to go forward.

In my last annual report I published a short sketch of Helen's case, together with a most interesting and instructive account of her history, and of the means and methods employed in her education, written by Miss Sullivan. I shall now notice in brief such of the developments or striking phenomena as have occurred during the past year, dividing them into physical, intellectual and moral.

Before proceeding with my story, I deem it my duty to state, that personal observation and careful study of the multiform phases presented by this human marvel have convinced me, that there is not the slightest exaggeration in what has been said about her. This opinion is shared by all who have come in contact with her.

Helen enjoys excellent health. Her appetite is exceedingly good, and her sleep, which, in the

language of the poet, constitutes the "chief nourisher in life's feast," is sound and unbroken. Her bodily growth has been perfectly symmetrical. She is now eight years and four months old, and her height is four feet, five inches and three-fourths. Her waist measures twenty-four inches, and her head, which is broad and full, measures twenty-one inches and a half in circumference—in a line drawn around it and passing over the prominences of the parietal and those of the frontal bones. The measurement over the head from the orifice of one ear to that of the other is eleven inches and three-fourths, and from the chin to the top of the crown it is thirteen inches. Notwithstanding the rapidity of her physical development, her frame is so fitly proportioned and so well filled out, her stature so erect, her features so symmetrical, and her figure so graceful, that the following words seem to be peculiarly fitting to her case:—

"How tall she grows! What subtle grace
Doth every movement animate!
With garments gathered for the race,
She stands a goddess, plump and straight."

Helen's mind is incessantly active, and its energy is so intense that men of the medical profession often ask the question, "does she rest well?" and seem to be surprised at the unexpected affirmative reply, which is invariably given to them. There is sufficient ground, however,

not only for mere apprehension, but for serious fear, lest the continual excitement of her brain should undermine her health. Of this danger both her teacher and her parents are fully aware, and they are very careful to guard against it. They cause her to take appropriate bodily exercise daily, and avoid everything that might produce disturbance in the nervous system, or serve to stimulate vigorous thought. Since March last no regular instruction has been given to her either in reading, writing, arithmetic or any other branch. Nevertheless, it is utterly impossible to prevent her studying. Whether she is in the house or in the garden, out in the open country or in the crowded streets of a city, on land or on the water, she finds everywhere abundant materials for a lesson in geography or botany or mathematics, or on some other subject. As soon as she enters a car on a horse railroad, she wants to know the color of the animals, the names of the conductor and driver, the number of the passengers, and whether there are any babies among them, and asks what can be seen on either side of the vehicle as it moves along on the track. In June last she visited the Bunker Hill monument at Charlestown, in company with her mother, her teacher and her friend, Mrs. Hopkins, and manifested great interest in its history and in its height. She had hardly reached the ground

after descending from the top of the tower, when she informed her companions that there were two hundred and ninety-two steps in it, missing only two from the exact number.

For six weeks I have had the rare pleasure of sitting by her side at the table, and of walking, playing, romping and travelling with her constantly, and only once during this period did I see her exhibit a spirit of impatience. This occurred during a visit to Pilgrim Hall at Plymouth, where, after examining various articles, such as a model of the "Mayflower," a spinning wheel, Peregrine White's cradle, and several ancient chairs, tables and utensils, she was very much disappointed because everything was not explained to her minutely, and because she was not allowed to lay her hands on the contents of the cabinets, and on all the precious relics that are treasured in that sacred shrine. Her hunger for knowledge is insatiate. She is always on the *qui vive* for something new which seems beyond her reach. No sooner does one begin to converse with her, than the interrogatives, "why," "how many," "who," "what," "when" and "where," fly from her fingers in rapid succession.

This constant seeking after information, and incessant mental alertness, taxing as they do the intellectual and reasoning faculties to the utmost, might prove calamitous to a person of ordinary

organization; but fortunately Helen is provided with a safeguard of inestimable value in her cheerful temperament, for she is ever merry, lively and hopeful. She is full of sportiveness and glee, of fun and frolic. She has in a full measure the buoyancy and gayety of childhood. When playing with other little boys and girls, her shrill laugh sounds loudest in the group.

“A sweet, heart-lifting cheerfulness,
Like spring-time of the year,
Seems ever on her steps to wait.”

This glad flow of spirits is one of the main tributaries to the stream of her physical well-being; for, of all the mental dispositions that exert a favorable influence upon health, cheerfulness is the most potent. It is a peculiarly excellent tonic, and the “best cordial of all.” It is a perpetual song without words, promoting harmony of soul, and refreshing mind and body as much as actual rest.

“It gives to beauty half its power,
The nameless charm, worth all the rest—
The light that dances o'er a face,
And speaks of sunshine in the breast.”

Indeed, joy, mirth, hope and a sense of contentment may be classed among the strongest and most effective sanitary agencies. They stimulate the respiration and circulation, and aid the various organs of the body to perform all their functions smoothly and powerfully.

It has been ascertained, beyond the possibility of doubt, that Helen has not the slightest perception of light or of sound. She is totally blind and deaf. On the other hand, the acuteness of her remaining senses, and especially that of touch and feeling generally, has been brought to perfection by constant exercise. She recognizes her friends as soon as her fingers come in contact with their hands or with their dress, and not the faintest odor escapes her notice. When anyone begins to play on the pianoforte, on the organ or on any other instrument, her brain is instantly informed of the fact through the vibrations of the floor. While attending one of the weekly concerts in our hall last summer, she became so animated and enlivened by the strains of the music, that it was quite difficult to prevent her from indulging in dancing. Of this diversion she is very fond, having learned its rhythmic movements by feeling the motions of the feet and the bend of the knee of one of her little companions, who was trying to teach her the Terpsichorean art.

Helen's mind has developed itself in a remarkable manner during the past year. By cheerful toil and patient labor she has gathered a rich harvest of general information, and has made astonishing progress in the acquisition of language. Her vocabulary has increased to such an extent as to comprehend more than three thousand



words, which she can spell without a mistake and employ accurately in composition. This is a marvellous achievement, for there is no pupil in any of the schools for the blind, from the lowest up to the highest grade, who is so thoroughly acquainted with the intricacies of orthography, and none in those for deaf-mutes who can use idiomatic English with such ease and precision. Nay, more! There is no child of her age, in full possession of his faculties, who could accomplish in several years what she has done in nineteen months.

The story of the progress made by this little human being is like a romance. It is fraught with interesting and instructive incidents, and opens to all intelligent persons new sources of thought and wonder. As will be seen by the extracts from her diaries, and by her letters, she has gained an uncommon facility and copiousness of expression. She takes great delight in reading to herself. Indeed, it is an indescribable pleasure to watch her beaming and ever-changing countenance as the sentences fall from her fingers. Little stories, written in a simple style, offer, of course, peculiar attractions to her; but, no matter what the nature of an embossed book is, she will occupy herself with it for hours, apparently feasting on its contents.

One evening she put her hand on a copy of

Bach's chorals, selected and edited by Mr. John S. Dwight for the use of the blind, which was lying on my desk; and, as she turned a few leaves, she began to inquire the meaning of the words *wie*, *schön*, *leuchtet*, etc., which formed part of the title of the first hymn. No explanation was given to her then about the German or any other foreign tongue. This was done, however, on the evening of the 8th of July, when she was anxious to know what Latin was, having just heard it mentioned by a pupil of the high school as one of the studies there. On being told by her teacher that it was a foreign language, spoken by an ancient people and altogether different from ours, Helen caught the idea instantly, and learned in a few minutes the words *mensa*, *homo*, *pater*, *mater*, *puer*, *puera* and *soror*, most of which were spelled to her only once.

The next day she left Boston for Brewster, where she was to spend the summer months playing, bathing, and gathering shells and sea-weeds; but on the 14th of August I received a note from her, saying that she was studying French with her teacher, and giving as specimens of her work several short sentences, in which there was but a single inaccuracy, the expression *ma chère*, instead of *mon cher monsieur*, being used twice. I need scarcely remark that I was both delighted and surprised at this new

revelation. In the same letter she spoke of her future intentions and of her thirst for general information in the following words: "I will learn to talk Latin, too, and some day you will teach me Greek. I do want to learn much about everything." While bathing at the sea-shore at Brewster, she made the acquaintance of a German lady, who, responding to her wishes, taught her a few German words.

On her return to Boston at the opening of our school, Helen seemed to be very eager to study Greek; and, in answer to her constant inquiries, I spelled to her, from time to time, in the simplest possible form, a number of words and short familiar phrases, such as *dendron*, tree; *dactyli-dion*, ring; *triches*, hair; *kalè eméra*, good morning; *kalè nykta*, good night; *pos échete*, how do you do; *kalos*, well; *chære*, good-bye, and many others of the same character. That the little witch should have stored in the capacious treasury of her memory every scrap of knowledge, which she had picked up in her irregular linguistic excursions, and that she should be able to use it correctly whenever she pleases, seems inconceivable. Yet the following *fac-simile* of a letter which she wrote to me while making a visit at the kindergarten for the blind,—differing from the original only in the underlining of the foreign words and sentences,—leaves not a shadow of doubt on this point:—

Roxbury, Mass., Oct. 17th.
Mon cher Monsieur Anagnos.

J am

sitting by the window
and the beautiful sun is
shining on me. I teach
and I came to the kindergarten
yesterday. There are twenty
seven little children here and
they are all very blind. I am
sorry because they can not
see much. Sometime will they
have very well eyes? Poor
Edith is blind and deaf
and dumb. Are you very
sad for Edith and me? Soon
I shall go home to see my
mother and my father and
my dear good and sweet
little sister. I hope you will
come to Alabama to visit
me and I will take you

tonide in my little cart
and I think you will like
to see me on my dear gentle
little pony's back. I shall
wear my lovely cap and
my new riding-dress. If
the sun shines brightly
I will take you to see Fusa
and Eva and Bessie
When I am thirteen years
old I am going to travel
in many strange and
beautiful countries.
I shall climb very high
mountains in Norway
and see much ice and
snow I hope I will not
fall and hurt my head
I shall visit Little Lord
Fauntleroy in England
and he will be glad to
show me his grand and
very ancient castle And
we will run with the

deer and feed them rabbits
 and catch the squirrels.
 I shall not be afraid of
 Fauntleroy's great dog
 Dougal. I hope Fauntleroy
 takes me to see a very kind
 queen. When I go to France
 I will talk French. A little
 French boy will say, Parlez-vous
Français? and I will say,
Oui, Monsieur, vous avez un
joli château. Donnez moi
un baiser. I hope you will
 go with me to Athens to
 see the maid of Athens.
 She was very lovely lady
 and I will talk Greek to
 her. I will say, se agatho
 and, hos echeke and I think
 she will say, kalos, and then
 I will say thaere. Will
 you please come to see me
 soon and take me to the

theater? When you come
I will say, Kale emet'a,
and when you go home
I will say, Kale nykt'a.
Now I am too tired to
write more; jervous aime.

Buneroir

From your darling little
friend Helen A. Keller

On the 29th of October she wrote to her aunt in Tuscumbia a brief letter, in which she recurs to the same subject with her usual clearness. As this epistle may serve as a confirmation of the statement made above, I copy it herewith *verbatim*, *literatim* and *punctuatim*. It may be proper in this connection to state, once for all, that whenever any passage of Helen's writings is quoted in the accounts concerning her, it is done with a sense of the importance of a scrupulous adherence to the exact form which she used. No change and no correction is ever made, not even of the orthography. The note in question reads as follows:—

My dearest Aunt,—I am coming home very soon and I think you and every one will be very glad to see my teacher and me. I am very happy because I have learned much about

many things. I am studying French and German and Latin and Greek. *Se agapō* is Greek, and it means I love thee. *J'ai une bonne petite sœur* is French, and it means I have a good little sister. *Nous avons un bon pere et une bonne mere* means, we have a good father and a good mother. *Puer* is boy in Latin, and *Mutter* is mother in German. I will teach Mildred many languages when I come home.

Helen A. Keller.

These letters, together with a large number of others which she has written to relatives and friends, show conclusively not only that their tiny author is gifted with extraordinary ability for acquiring foreign languages as well as that of her own ancestors, but also that she has made surprising progress in the arrangement and coherency of her ideas, in clearness of statement and in evenness of style.

Helen has attained uncommon dexterity in the use of the manual alphabet of the deaf-mutes. She spells out the words and sentences so fast and so deftly, that even those who are accustomed to this language find it extremely difficult to follow with the eye the rapid motions of her fingers. When left alone, she seems very happy if she has a book or her knitting, or some sewing to do for the famous Nancy and the rest of her dolls, of which she has quite a family. If she has no occupation, she evidently amuses herself by imaginary dialogues, or by recalling past impressions. Whether she reads, soliloquizes or

dreams, she invariably spells out with her fingers her perceptions, her thoughts or her sleeping fantasies.

Let me observe here, that Helen's dreams, like those of all other persons, are the result of the spontaneous action of her mental faculties. They are accurately modelled upon the experiences of her waking life, producing sensations similar in kind to those received in her state of consciousness, but without order or congruity, because uncontrolled by the will. Persistent inquiries have elicited the fact, that light and sound are as completely absent from her dreams as they are from her eyes and ears. The last time that we questioned her closely as to whether she ever dreamed of seeing or hearing, she replied with emphasis, "No! I am blind and deaf."

But, remarkable as is the velocity with which she writes her thoughts upon the air, still more so are the case and accuracy with which she reads the words formed in the same way by another person, grasping his hand in hers, and following every movement of his fingers as letter after letter conveys his meaning to her mind. Nor is the swiftness with which she peruses the embossed page, nor the rapidity with which she spells out with one hand what she reads with the other, less wonderful.

Helen is a close observer of the actions, manners and movements of those around her, and

takes the greatest delight in trying to reproduce some of them. This tendency towards imitation is very strong, and enables her both to amuse herself and to entertain others. Frequently she utters sounds as if she were singing, or holds a book before her and pretends to read by moving her lips. When she visited Wellesley College, she examined the statuary carefully, and afterwards imitated the various attitudes, which had attracted her attention. This she did with great exactness, copying from the statue of the dancing girl, for instance, the position of feet, hands, arms, head,—indeed, of the whole body.

Lack of space prevents me from enlarging on this topic; but I must give one more anecdote. Helen went to church one Sunday with Mrs. Hopkins, Miss Sullivan having first charged her little pupil to be quiet while in the sacred edifice. At first she was inclined to talk with her fingers, and asked what the minister was saying. Mrs. Hopkins told her, and then reminded her of the injunction to be still, which had been given to her. Helen immediately obeyed, turned her head in a listening attitude, and said "I listen."

Doubtless this gifted child is endowed with a set of intellectual faculties of the highest order, which enable her to observe acutely, to apprehend readily, to understand clearly, to imagine vividly and to reason correctly. But the crowning glory of her talents consists in the tenacity of her

memory and in the extraordinary quickness of her perceptions. In respect to both these mental qualities she has but few equals. All that appears to be miraculous or mysterious in her case can be traced either to one or both of these sources, and be thereby explained.

Helen seldom, if ever, forgets anything that she has once learned. Names, facts, descriptions, figures, dates, all are arranged in perfect order in the capacious recesses of her cerebral structure, so that she can use them at will. Her remembrance of past occurrences is very accurate. She can give the name and residence of any person with whom she is slightly acquainted, with perfect exactness. You may ask her about something which she wrote to a friend or put down in her diary six or seven months ago, and she will repeat the statement almost word for word. Last June she was introduced to a young Greek student, whose long name, consisting of twenty-eight letters, was spelled to her only once. In repeating it she made but one mistake. This was corrected, and about three months later she asked me where Mr. *F-r-a-n-c-i-s D-e-m-e-t-r-i-o-s K-a-l-o-p-o-t-h-a-k-e-s* was.

But, great as is the tenacity of her memory, the keenness of her perceptive faculties is even greater,— it is simply marvellous. As soon as a sensation, even of the faintest kind, reaches the sensorium, being telegraphed to her brain through

the medium of the organ of touch, or through the slightest muscular contact or pressure, her mind seems to emit a species of electric light, which illuminates the regions of thought, and renders things clear to the understanding. The vision of

“That inward eye
Which is the bliss of solitude,”

is so perfect in Helen's case, that the images of her perceptions dance before it like the daffodils of Wordsworth. Instances illustrative of this point are very numerous, and are of the most profound interest, both from a physiological and psychological point of view. Miss Sullivan has given in her sketches quite a number of them, and I have room here for only one other, which I copy from my memoranda.

One day a number of persons assembled in our dining-room were shown by Miss Moulton, the matron of the institution, a crystal lemon-squeezer of new design, and all tried in vain to guess what it was. It had never been used, and its shape failed to suggest to any one its purpose, until Helen examined it. She immediately spelled “lemonade,” and wished for a tumbler, in which to prepare some. When the glass was brought, she put the squeezer in proper position upon it. On being closely questioned as to what had suggested to her an idea, which the adults around her had

failed to catch, she twice put her hand to her forehead, and spelled "I think."

Helen's fertile mind is rich in ideas and crowded with thoughts, and some of her single sayings are like flashes of light in the darkness. On being asked once by a clergyman what ministers are, she answered promptly, "they are men who read from a book and talk loud for people to be good." Evidently her definition is not wanting either in originality or in aptness.

Helen's moral qualities are as remarkable for their excellence as are those of her intellect. It is no hyperbole to say, that she is a personification of goodness and happiness. She never repines, and is always so contented and gay, so bright and lively, that

"While we converse with her, we mark
No want of day, nor think it dark."

Of sin and evil, of malice and wickedness, of meanness and perverseness, she is absolutely ignorant. She is as pure as the lily of the valley, and as innocent and joyous as the birds of the air or the lambs of the field. No germ of depravity can be detected in the soil of her moral constitution, even by means of the most powerful microscope. Her natural feeling of regard for others because they have manifested kindness and admiration towards her, has thus far been a strong protection against the growth of inordinate sel-

fishness. To her envy and jealousy are utterly unknown. She is in perfect harmony and on the best of terms with every one. Her disposition,

“Like a bee in a wild of flowers,
Finds everywhere perfume.”

She loves her parents, her baby sister, her teacher, her relatives and friends, her playmates and companions, her dolls, her animals, and all living creatures, with a sympathy so broad and deep that it opens her heart to the noblest inspirations. By her benevolence and good will towards all, she teaches us how to seek the highest goal,

“To earn the true success;
To live, to love, to bless.”

As a striking illustration of Helen's intense fondness for all living creatures, and of her great interest in their welfare, we print in full the following description of a touching incident, written by one of our teachers in the girls' department, Miss Fanny S. Marrett:—

Helen is much interested in eleven tadpoles which have their home in a glass globe in one of our schoolrooms. The acquaintance began several weeks ago, when a tadpole was caught and put into her hand. This was her introduction. It was a pleasure to note the wonderful eagerness and tenderness with which she made discoveries concerning the form and structure of this new object. She seemed to realize at once



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that she had come in contact with a very delicate organism, and that she must deal gently with it. She was soon told why the little creature ought to be put back into the dish, and having learned how essential water is to the life of a tadpole, she did not wish to have any of the eleven taken from their native element. She would plunge her hand into the globe, delighted to feel the tadpoles swimming around in it; and very often she succeeded in catching some of them, but she always held them under water.

One day the tiny creatures were transferred to a more shallow dish, and one of them leaped beyond the margin and fell upon the schoolroom floor.

A teacher found it as she was going with Helen to pay the usual visit to the tadpoles. She gave it to Helen, who examined it very carefully, while her face and language expressed a most loving sympathy. Suddenly the tail moved, and at this faint sign of life Helen gave a quick and joyous spring, and signified her wish that the tadpole should be at once put in water. She then named it "the sick tadpole." For some days afterward, the first question she asked upon entering the schoolroom was, "how is tadpole?" When told that he seemed quite well and strong again, she said to many friends in her happiest way, "tadpole is much better!" Even now, as she realizes the joyous activity of the tadpoles as they swim past her hand, she does not forget that one of them has suffered, and her first inquiries are always for "the one that was sick."

She is fond of modelling in clay, and the phases of the tadpole's life have been, of late, a favorite theme for this work. A bowl is first made, and then, one by one, eleven tadpoles appear in it. She has learned that our tadpoles become frogs by and by, and she often suggests in clay this future state of development. A frog has therefore a place on the board beside the tadpole, and Helen delights in contrasting the two forms of life which she has represented.

The beautiful traits of Helen's character are evenly developed in all directions. They shine from all sides of her nature like brilliant stars. Her loveliness of soul beams through her face. She is so simple and natural, so sweet and affectionate, so charming and generous, so magnanimous and unselfish, that all lovers of poetic childhood cannot help holding her dear, and counting her among the gems of humanity. She certainly is a rare phenomenon, in whom some of the highest intellectual qualities are combined with a spirit whose saintliness makes her life a blessing upon earth. Although her vision, her hearing and her speech are entirely gone, yet, to use the words of Shakespeare, —

"There's language in her eye, her cheek, her lip,
Nay, her foot speaks; her wanton spirits look out
At every joint and motive of her body."

At my urgent request, Helen, accompanied by her mother and her teacher, came to the north in the last week of May, and spent several months with us as our guest. I need scarcely say that her arrival n Boston was hailed with great delight. Her stay here, although very short, was of inestimable benefit to her in more ways than one. She visited many places of interest, and was received everywhere with a cordiality that could hardly be surpassed. She made numerous warm friends, who are strongly attached to her. She met with



many persons who could converse with her by means of the manual alphabet, and thus came into contact with minds variously constituted. We gladly allowed her to use freely our library of embossed books, our collection of stuffed animals, sea-shells, models of flowers and plants, and the rest of our apparatus for instructing the blind through the sense of touch. I do not doubt that she derived from them much pleasure and not a little profit.

But, whether Helen stays at home or makes visits in other parts of the country, her education is always under the immediate direction and exclusive control of her teacher. No one interferes with Miss Sullivan's plans, or shares in her tasks. She has been allowed entire freedom in the choice of means and methods for carrying on her great work; and, as we can judge by the results, she has made a most judicious and discreet use of this privilege. What the little pupil has thus far accomplished is widely known, and her wonderful attainments command general admiration; but only those, who are familiar with the particulars of the grand achievement, know that the credit for it is largely due to the intelligence, wisdom, sagacity, unremitting perseverance and unbending will of the instructress, who rescued the child from the depths of ever-during night and stillness, and watched over the different phases of her mental and moral

development with maternal solicitude and enthusiastic devotion.

As Miss Sullivan alone can speak with authority of the course pursued in the education of Helen in all its details, and of the various phenomena relating to such a unique case, I urged her to take up the thread of her narrative where she left it last year, and bring it down to the present date. In compliance with my request, she prepared the following account, which, as a specimen of simple, clear, pithy and cogent statement, is a model in its way. Here is her story.

In the sketch of HELEN KELLER, which I wrote a year ago, I gave a brief account of her progress from March 2, 1887, to October of the same year. I shall now continue the account as late as Oct. 1, 1888.

During the past year Helen has enjoyed excellent health. She has grown in stature and increased in strength. She is tall for her age (eight years), well formed and vigorous. Her eyes and ears have been examined by skilful specialists, and it is their opinion that she cannot have the slightest perception of either light or sound. The remaining senses have visibly improved.

It is impossible to tell exactly to what extent the senses of smell and taste aid her in gaining information respecting physical qualities; but, according to eminent authority, these senses do exert a great influence on the mental and moral development. Dugald Stewart says: "Some of the most significant words relating to

the human mind are borrowed from the sense of smell; and the conspicuous place, which its sensations occupy in the poetical language of all nations, shows how easily and naturally they ally themselves with the refined operations of the fancy and the moral emotions of the heart." Helen certainly derives great pleasure from the exercise of these senses. On entering a green-house her countenance becomes radiant, and she will tell the names of the flowers, with which she is familiar, by the sense of smell alone. Her recollections of the sensations of smell are very vivid. She enjoys in anticipation the scent of a rose or violet; and, if promised a bouquet of these flowers, a peculiarly happy expression will light up her face, indicating that in imagination she perceives their fragrance, and that it is pleasant to her. It frequently happens that the perfume of a flower or the flavor of a fruit recalls to her mind some happy event in home life, or a delightful birthday party. She seems to have the same fondness for eating that other children have at her age.

In regard to the sense of touch, it has sensibly increased in power during the year, and has gained in acuteness and delicacy. Indeed, her whole body is so finely organized, that she seems to use it as a medium for bringing herself into closer relations with her fellow-creatures. She is able not only to distinguish with great accuracy the different modulations of the air and the vibrations of the floor made by various sounds and motions, and to recognize her friends and acquaintances the instant she touches their hands or clothing, but she also perceives the state of mind of those around her. It is impossible for any one with whom she is

conversing to be particularly happy or sad, and withhold the knowledge of this fact from the child.

She observes the slightest emphasis placed upon a word in conversation, and she discovers meaning in every change of position, and in the varied play of the muscles of the hand. She responds quickly to the gentle pressure of affection, the pat of approval, the look of impatience, the firm motion of command, and to the many other variations of the almost infinite language of the feelings; and she has become so expert in interpreting this unconscious language of the emotions, that she is often able to divine our very thoughts.

In my account of Helen last year, I mentioned several instances of occasions wherein she seemed to have called into use an inexplicable mental faculty; but it now seems to me, after carefully considering the matter, that this power may be explained by her perfect familiarity with the muscular variations in the physique of those with whom she comes into contact, caused by the play of the different muscles. Stimulated by darkness and the need we all feel to depend largely upon the sense of touch as a means of ascertaining the world around us, those about her. She has come to know every movement of the body with which she comes in contact, others still less so. She has known since her birth that her mother was the person who had the greatest influence over her, and that the changes in her mother's behavior were to be noted, before any other change in the atmosphere. She has been able to note the change in her mother's behavior long before she could, because she is almost always the first to notice the change in the atmosphere. She has been able to note the change in her mother's behavior long before she could, because she is almost always the first to notice the change in the atmosphere.

duced a perceptible physical change, for Helen asked, excitedly, "what do you see?"

A striking illustration of this strange power was recently shown while her ears were being examined by the aurists at Cincinnati. Several experiments were tried to determine positively whether or not she had any perception of sound. All present were astonished when she appeared not only to hear a whistle, but also an ordinary tone of voice. She would turn her head, smile, and act as though she had heard what was said. I was then standing beside her holding her hands. Thinking that in all probability she was receiving impressions from myself, I put her hands upon the table, and withdrew to the opposite side of the room. The aurists then tried their experiments with quite different results. Helen remained motionless through them all, not once showing the least sign, that she realized what was going on. At my suggestion, one of the gentlemen took her hand, and the tests were repeated. This time her countenance changed whenever she was spoken to, but there was not such a decided lighting up of the features as when I had held her hand.

It will be remembered, that in the account of Helen last year it was stated, that she knew nothing about death, or the burial of the body; and yet, on entering a cemetery for the first time in her life, she showed signs of emotion,—her eyes actually filling with tears.

A circumstance equally remarkable occurred last summer; but, before relating it, I will mention what she now knows with regard to death. Even before I knew her, she had handled a dead chicken, or bird of some sort, and perhaps also the carcass of some other small animal, in

which life was extinct; but her knowledge did not extend beyond what could be learned from such contact. Some time after the visit to the cemetery before referred to, Helen became interested in a horse that had met with an accident, by which one of his legs had been badly injured, and she went daily with me to visit him. The wounded leg soon became so much worse that the horse was suspended from a beam, in order to relieve the pressure upon the limb. The poor animal groaned with pain, and little Helen, perceiving his groans, was filled with pity. At last it became necessary to kill him, and when Helen next asked to go and see him, I told her that he was *dead*. This was the first time that she had learned this word. I then explained to her, that he had been shot, to relieve him from suffering, and that he was now *buried*,—put into the ground. I am inclined to believe that the idea of his having been intentionally shot did not make much impression upon her; but I think she did realize the fact that life was extinct in the horse as in the dead birds she had touched, and also that he had been put into the ground. Since this occurrence I have used the word *dead* whenever occasion required, but with no further explanation of its meaning.

While making a visit at Brewster, Mass., she one day accompanied my friend and myself through the graveyard. She examined one stone after another in a quiet way, and seemed pleased when she could decipher a name. She smelt of the flowers, but showed no desire to pluck them; and when I gathered a few for her, she refused to have them pinned on her dress, although she is always very fond of wearing flowers. Her attention

being drawn to a marble slab inscribed with the name FLORENCE in relief, she dropped upon the ground as though looking for something; then turned to me with a face full of trouble, and asked, "where is poor little Florence?" I evaded the question, but she persisted in asking about her. Turning to my friend, she asked, "did you cry loud for poor little Florence?" Then she added, "I think she is very dead. Who put her in big hole?" As she continued to ask these distressing questions, we left the cemetery. Florence was the daughter of my friend, and was a young lady at the time of her death; but Helen had been told nothing whatever about her, nor did she even know that my friend had ever had a daughter. On the evening of our arrival, Helen had been given a bed and carriage for her dolls, which she had received and used like any other gift. On her return to the house after her visit to the cemetery, she ran to the closet where these toys were kept, and carried them to my friend, saying, "they are poor little Florence's." This was perfectly true, although we were at a loss to understand how she divined it. A letter written to her mother in the course of the following week gave an account of her impressions in her own words:—

I put my little babies to sleep in Florence's little bed, and I take them to ride in her carriage. Poor little Florence is dead. She was very sick and died. Mrs. H—— did cry loud for her dear little child. She got in the ground and she is very dirty, and she is cold. Florence was very lovely like Sadie and Mrs. H—— kissed her and hugged her much. Florence is very sad in big hole. Doctor gave her medicine to make her well, but poor Florence did not get well. When she was very sick she tossed and moaned in bed. Mrs. H—— will go to see her soon.

Notwithstanding the activity of Helen's mind, she is a very natural child. She is fond of fun and frolic, and loves dearly to be with other children. She is never fretful or irritable, and I have never seen her impatient with her playmates because they failed to understand her. She will play for hours together with children who cannot understand a single word she spells, and it is extremely pathetic to watch the eager gestures and excited pantomime through which her ideas and emotions find expression. Occasionally some little boy or girl will try to learn the manual alphabet. Then it is beautiful to observe with what patience, sweetness and perseverance Helen endeavors to bring the unruly fingers of her little friend into proper position. Her own heart is so full of love and sympathy, that it responds quickly to the needs of others, and her affectionate nature endears her to all with whom she comes in contact. She had never known anything of the merry Christmas season until last year, and it would be difficult to describe with what joyful surprise she hailed the revelation of its existence. She entered happily into the spirit of giving and receiving. During this time we had many manifestations of the unselfishness and goodness of the child's disposition. One evening, while going about among the children at a Christmas-tree festival, she discovered a little girl, who had been overlooked in the distribution of presents. Helen searched for the child's gifts, but not finding them, she flew to her own and selected a mug, a thing which she prized most highly, and gave it to the little stranger with abundant love. In the following letter to a little friend she expresses her delight in the Christmas festivities :—



Tuscumbia, Ala. Jan. 2nd 1888.

Dear Sarah

I am happy to write to you this morning. I hope Mr. Anagnos is coming to see me soon. I will go to Boston in June and I will buy father gloves, and James nice collar, and Simpson cuffs. I saw Miss Betty and her scholars. They had a pretty Christmas-tree, and there were many pretty presents on it for little children. I had a mug, and little bird and candy. I had many lovely things for Christmas. Aunt gave me a trunk for Nancy and clothes. I went to party with teacher and mother. We did dance and play and eat nuts and candy and cakes and oranges and I did have fun with little boys and girls. Mrs. Hopkins did send me lovely ring, I do love her and little blind girls.

Men and boys do make carpets in mills. Wool grows on sheep. Men do cut sheep's wool off with large shears, and send it to the mill. Men and women do make wool cloth in mills.

Cotton grows on large stalks in fields. Men and boys and girls and women do pick cotton. We do make thread and cotton dresses of cotton. Cotton has pretty white and red flowers on it. Teacher did tear her dress. Mildred does cry. I will nurse Nancy. Mother will buy me lovely new aprons and dress to take to Boston. I went to Knoxville with father and aunt. Bessie is weak and little. Mrs. Thompson's chickens killed Leila's chickens. Eva does sleep in my bed. I do love good girls.

Good by

Helen Keller

One day, while Helen was wearing a little jacket of which she was very proud, her mother said, "there is a poor little girl, who has no cloak to keep her warm; will you give her yours?" The response came instantly. Helen began to pull off the jacket, saying, "I must give it to a poor little strange girl."

She is very fond of children younger than herself, and a baby invariably calls forth all the motherly instincts of her nature. She will handle the infant as tenderly as the most careful nurse could desire. It is pleasant, too, to note her thoughtfulness for little children, and her readiness to yield to their whims.

She has a very sociable disposition, and delights in the companionship of those, who can follow the rapid motions of her fingers; but, if left alone, she will amuse herself for hours at a time with her knitting or sewing.

She reads a great deal, and a story is an unfailing source of pleasure to her. She bends over her book with a look of intense interest, and as the forefinger of her right hand runs along the line, she spells out the words with the other hand; but often her motions are so rapid as to be unintelligible even to those accustomed to reading the swift and varied movements of her fingers.

Those who watch her are astonished to see how every shade of feeling finds expression through her mobile features. There is none of that artificial politeness about my little pupil, which restraint invariably produces. Her behavior is easy and natural, and it is charming because of its frankness and evident sincerity. Her little heart is too full of unselfishness and affection to allow a dream of fear or unkindness. She does not realize that one can be anything but kind-hearted and tender. Even in a crowd she is always her own sweet self. She is not conscious of any reason why she should be awkward or uneasy; consequently, her movements are as free, unconventional and graceful as those of the birds of the air.

I am aware that my description of Helen may seem, to those, who do not know her, extravagant in its praise; but her numerous friends will bear testimony most gladly to the sweetness, unselfishness and beauty of her disposition. Every day of her life she is teaching us gratitude and contentment; and she teaches those great lessons with such truth, patience and joyousness, that we never tire of her radiant presence.

She is very fond of all the living things at home, and will not have them unkindly treated. When she is riding in the carriage she will not allow the driver to use the whip, because, she says, "poor horses will cry." One morning she was greatly distressed by finding that one of the dogs had a block fastened to her collar. We explained that it was done to keep Pearl from running away. Helen expressed a great deal of sympathy with the dog, and, at every opportunity during the day, she would find Pearl and carry the burden from place to place for the creature.

Her father wrote to her last summer, that the birds and bees were eating all his grapes. At first she was very indignant, and said the little creatures were "very wrong"; but she seemed pleased when I explained to her, that the birds and bees were hungry, and did not know that it was selfish to eat all the fruit. In a letter written soon afterwards she says:—

I am very sorry that bumble-bees and hornets and birds and large flies and worms are eating all of my father's delicious grapes. They like juicy fruit to eat as well as people and they are hungry. They are not very wrong to eat too many grapes because they do not know much.

She likes to be out of doors, and enjoys tending the flowers and watching the growth of the fruit and vegetables.

The following extracts, written by her at different times, will serve to show her familiarity with the size, shape, taste and smell of some of our common fruits :—

Apples.

Jan. 9, 1888.—Apples have no edges and no angles. Apples grow on trees. They grow in the orchards. When they are ripe they fall on the ground. Apples have round surfaces. Apples do not re-bound. Apples do roll. They have stems and seeds and cores. The pulp is sweet and juicy. Apples are like oranges. We do eat the pulp of apples. I do like apples.

Feb. 12, 1888.—Teacher and I went to walk in the yard, and I learned about how flowers and trees grow. The rain and the warm sun make them grow. Flowers and trees live. Stones do not live. Worms and small bugs live under them. The grass is like a green carpet.

March 1, 1888.—I will tell what I did all day. I got up and put on my clothes and washed my face and hands and combed my hair and went to breakfast. I found oranges and two bananas at my place. I gave teacher one banana. Mrs. Luedkemann sent me the fruit. After dinner I wrote to Miss Lewis to thank her for pretty bag and purse. Teacher took me to walk in bright sun. We went to stores and bought candy, and almonds, and pins and hair pins. Aunt went with us. I gave Maud and Eva candy. Helen Bynum wrote me a pretty letter. She does think about me much. I love her. We came home and I ate my orange. Oranges and bananas grow in the warm sunny South. There are many groves of orange-trees and banana-trees in Florida.

Oranges look like golden apples hanging on the trees.



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They have a thick skin, and inside is the sweet juicy pulp and seeds. All boys and girls like oranges to eat. Bananas have a thick, smooth skin, and hang on trees in long branches. Men pick oranges and bananas and put them in boxes and send them to cities for people to eat. If one orange costs six cents a dozen will cost seventy-two cents. If eight bananas cost twenty-four cents one will cost one-eighth of twenty-four which is three. Father gave me a lovely bouquet of mignonette, and jonquils, and heliotrope, and hyacinth and crocuses, and geraniums. I learned what view does mean. People can see view trees and flowers and grass and hills and sky is view. Worms squirm. After supper I talked to teacher and played with Mildred and went to bed.

Writing of water-melons, she says :—

Yates plows the ground and makes it very light and soft; and father puts the little seeds in soil and the sun warms them and the rain wets them and soon they are happy to grow. In very many days the vines grow and then wee and round melons come. They grow very large and the warm sun makes them ripen. Father goes out into the garden and picks huge melon and cuts it and I do like to eat sweet and cool and juicy water-melons.

LANGUAGE.

She continues to make rapid progress in the acquisition of language. She has now a vocabulary of about three thousand words, all of which she can spell correctly ; and she uses them with a freedom and an accuracy not often found among hearing children of the same age. Every day she is increasing this vocabulary by the new words that she learns. It has become so natural to her to use the finger language as a vehicle for the expression of her

thought, that each idea, as it flashes through her busy brain, suggests the words which should embody it. Indeed, she seems always to think in words. Even while she sleeps, her fingers are spelling the confused and rambling dream-thoughts.

During the past year, at the Perkins Institution and elsewhere, she has met a great many people who knew the manual alphabet, and who were delighted to converse with her. Thus the true use of language was brought forcibly before her mind, and practice has enabled her to use it with increased alacrity and correctness. She soon discovered that the words she began to learn a year and a half ago were capable of expressing not only her physical needs, but also her mental sensations and emotions, and of describing her many and varied experiences, as well as conveying her wishes and thoughts, her dreams and fancies, her hopes and fears. Her command of language has grown with the increase of her experiences. While these were few and elementary, her vocabulary was necessarily limited; but, as she learns more of the world about her, her judgment acquires accuracy, her reasoning powers grow stronger, more active and subtle, and the language by which she expresses this intellectual activity gains in fluency and logic.

When travelling from one place to another, she drinks in thought and language with an energy, which shows how insatiable is her thirst for knowledge. Sitting beside her in the car, I describe what I see from the window,—the hills and valleys and the rushing rivers; the great cotton-fields, and immense gardens in which strawberries, peaches, pears, melons, and all kinds of vegetables are growing; the herds of cows and horses feeding in broad



meadows, and the flocks of sheep on the hillside; the cities with their churches and schools, hotels and warehouses, and the occupations of the busy people. While I am communicating these things, Helen manifests the most intense interest, and, in default of words, she indicates by gestures and pantomime her desire to learn more of her surroundings and of the great forces which are operating everywhere. In this way she learns countless new expressions without any apparent effort.

From the day when Helen first grasped the idea that all objects have names, and that these can be communicated by certain movements of the fingers, I have talked to her exactly as I should have done had she been able to hear, with only this exception, that I have addressed the words to her fingers instead of her ears. Naturally, there was, at first, a strong tendency on her part to use only the important words in a sentence. She would say, "Helen milk." I would get the milk, to show her that she had used the correct word, but I would not allow her to drink it, until she had, with my assistance, made a complete sentence, as, "give Helen some milk to drink." In these early lessons I accustomed her to the use of different forms of expression for conveying the same idea. If she were eating some candy, I would say, "will Helen please give teacher some candy?" or, "teacher would like to eat some of Helen's candy,"—emphasizing the 's. She very soon perceived that the same idea could be expressed in a great many ways. In two or three months after I began to teach her, she would say, "Helen wants to go to bed;" or, "Helen is sleepy, and Helen will go to bed."

I am constantly asked the question, "how did you teach her the meaning of words expressive of intellectual

—lessons, when her language was so slight as to make explanation impossible.

I have always made it a practice to teach descriptive of emotions, of intellectual or physical and actions, in connection with the circumstances required these words. Soon after she was put in charge, Helen broke her new doll, of which she was very fond. She began to cry. I said to her, "Helen, you are sorry." After a few repetitions of this word, on any occasion called for its use, she came to understand with the feeling to which it belongs.

The word "happy" she learned in a natural way, — "right," "wrong," "good," "bad," &c., having like character. The word "love" she learned from the way children do, — by its association with caresses.

One day I asked her a very simple question, — "What is the sum of two and three?" — a combination of numbers, to which I was sure she could give a correct reply. But she began — as children do — to answer at random. I checked her, and she stopped, — her expression of her face plainly showing that she did not know what to think. I touched her forehead, and she said, "t-h-i-n-k." It was the first time she had pronounced a word with more than one syllable.

At a later period I began to use such words as "perhaps," "suppose," "expect," "forget," "remember." If her mother was absent, Helen would ask, "where is mother now?" I would reply, "I do not know. *Perhaps* she is with Leila."

She is always anxious to learn the names of people we meet in the horse-cars or elsewhere, and to know where they are going and what they will do. The following conversation illustrates her interest in those about her, and shows how words of this kind are taught:—

HELEN. What is little boy's name?

TEACHER. I do not know, for he is a little strange boy; but *perhaps* his name is Jack.

HELEN. Where is he going?

TEACHER. He *may be* going to the common to have fun with other boys.

HELEN. What will he play?

TEACHER. I *suppose* he will play ball.

HELEN. What are boys doing now?

TEACHER. *Perhaps* they are expecting Jack, and are waiting for him.

After the words have become familiar to her, she begins to use them in composition, as shown in the following illustration:—

Sept. 26.—This morning teacher and I sat by the window and we saw a little boy walking on the side walk. It was raining very hard and he had a very large umbrella to keep off the rain-drops.

I do not know how old he was but *think* he *may have been* six years old. *Perhaps* his name was Joe. I do not know where he was going because he was a little strange boy. But *perhaps* his mother sent him to a store to buy some-

A PECULIAR THEORY OF
observed the spontaneous movements
mind, and have tried to follow the
given to me.

INTELLECTUAL GROWTH.

Owing to the nervousness of Helen all attempts to confine her to a regular course of instruction have been abandoned. Precaution has been taken to avoid undue exercise of her already very active brain. The greater part of the time has been spent in travel and in visits to different scenes and experiences through which she passes. She continues to manifest the same eagerness as at first. She seems never to tire of facts and ideas. From the time when she wakes in the morning until she retires at night, she reads many little scrap of knowledge, which cannot be reached, she seizes with avidity. It is never necessary to urge her to study. Indeed, I am often compelled to take away from her to leave an example or a composition.

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my constant aim to enable her to converse fluently with those familiar with the manual alphabet, and to commit her thoughts to paper. As an aid in this direction, I have encouraged her to keep a diary, from which the following selections have been made:—

March 2nd.—Mr. Anagnos sent me Geographical Reader. It tells about the world and countries, and people and strong forces and water. The ground is firm, and the water is not solid, and it is moving flowing, and men build our boats and ships to go on water. We build our houses upon ground. People do not build houses on water.

March 7th.—I played with dolls and read in my book and ate dinner. Then I went to ride with mother. We went to see Leila. Eva is sick, and I saw Mary Winston and Maud Beauprie. They came to see me, and I ran fast with them. Mother saw Doctor and we went home to see teacher. Aunt went home. Teacher had a letter from Mr. Anagnos. He is in Florida. He will climb trees on ladder and pull sweet oranges, and he is going to Macon to see his friend and Mr. Williams does teach little blind boys and girls and I will ask Mr. Anagnos how many blind children. Mr. Anagnos will go to Tuscumbia to see us. He will tell me about Macon and Florida. I will hug and kiss him.

March 9th.—I read stories to mother after dinner. Book did tell about Fannie Lang. She lived in Boston a few years. She is a little sick girl. She did love poetry. Her sister wrote little songs, and made little book. She was blind but could not go to school. I am sorry for her. Teacher had a letter from Miss Moore. She will write me Braille letter. I went to bed then.

March 22nd, 1888.—Mr. Anagnos came to see me Thursday. I was glad to hug and kiss him. He takes care of sixty little blind girls and seventy little blind boys. I do love them.

another child. Then I will have four children. My name is Harry. Mr. Wilson and Mr. Mitchell went to Louisville on Sunday. Mr. Anagnos went to Huntsville blind children. Mother went to Huntsville father, and Mildred slept with teacher. I am calm. It does mean quiet and happy. Uncle told pretty stories. I read about birds. The quail has twenty eggs and they are white. She makes her nest on the ground. The blue-bird makes her nest in a hollow tree. The eggs are blue. The robin's eggs are green. I am about spring. March, April, May are spring.

“Now melts the snow.
The warm winds blow
The waters flow
And robin dear,
Is come to show
That Spring is here.”

James killed snipes for breakfast. Little chicks were very cold and die. I am sorry. Teacher and I were on Tennessee River, in a boat. I saw Mr. Wilson row with oars. Boat did glide swiftly and I put my hand in water and felt it flowing.

I caught fish with hook and line and pole. ””

boy did love his calf. And he did say, I will kiss you, little calf, and he put his arms around calf's neck' and kissed her. The calf licked good boy's face with long rough tongue. Calf must not open mouth much to kiss. I am tired, and teacher does not want me to write more.

March 23rd. — I learned to write one, two three, seven and nine on my type slate. Teacher told me story about selfish boy. Boy's name was Eddie Smith. When Eddie had a new toy he would not let his little sister May play with it. None loved Eddie, for he was selfish boy. My dear little sister. She loves to whirl and jump and sing. She laughs and cries and loves to dance with me. She hops and runs and falls down. She can hold still to have mother sew buttons on her dress, and tie bows and brush her hair, and Mildred is as sweet as a rose. Lucien came to see me yesterday. He brought me bunch of hyacinths. I will go to see him to-morrow and he will show me birds' nests and eggs. Quiet means to be still and rest. When Mildred is sleeping I do keep very quiet. Mild means gentle and kind. Fierce lion is not mild. The cows and sheep are mild animals. Separate means not connected. I do separate the words when I write. I separated teacher's watch from the chain. I will learn more to-morrow. I hope Robert will come to see me Sunday if the sun shines.

March 24th. — I learned to write two, four, five, six and eight on type slate, and I wrote some sentences very carefully with pencil. I will write about geography. A book which tells about the earth and the countries upon it and the people who live in the countries is called a geography. When we look around us we see land and the water. The land is firm and solid. We walk and ride over it, we build our houses upon it, we sow seeds in it and soon it is covered with young plants, trees, and flowers and grass grow out of the ground. The water is not solid and it is not firm, we cannot walk or ride in carriages over it and we do not build houses upon it. But we can build ships and boats to carry people upon the water. The

earth is round like a very large ball. It is always whirling round. It never stops for a minute. Geography tells about strong fierce animals and strange plants which live on the land and in the water. Day is calm. The breeze does move trees gently, and the river flows smoothly. Little birds are happy to sing in the bright sun. Night was not calm. The wind did blow, and rain fell and thunder did shake the house and bed. Teacher and I went down stairs to mother for we were afraid. Rain killed thirty little chickens. Night was stormy.

March 26th.—I had letter from Mr. Anagnos. He does love me. He saw thirty-four little blind girls and forty-one little blind boys in Nashville Tennessee. There are thirty girls and forty boys in school for blind children in Louisville, Kentucky. Mr. Anagnos sent me four hugs and five kisses. Today I did learn to write examples on the type slate and I learned many new words. Flock does mean many birds near together. Brood means six little chickens. Herd does mean many cows, and calves, and horses near together. Litter is four little kittens, or three little puppies or six little pigs. Family is father and mother and brothers and sisters. Daughter does mean girl child, son does mean boy child. Observe means to look at everything very carefully. I observed teacher's hair was coiled this morning.

She has been given every opportunity to broaden her mind, and to learn something about the numerous and diverse interests of those around her. In the autumn she went to a circus, and was greatly interested in the animals. She learned their names, homes and habits, what they do, and how they are caught and taken from place to place for exhibition. While we were standing before his cage, the lion roared, and Helen felt the vibration of the air so distinctly that she was able to reproduce the noise quite accurately.

I tried to describe to her the appearance of a camel, but, as we were not allowed to touch the animal, I feared that she did not get a correct idea of its shape. A few days afterwards, however, I became satisfied, that she had made a very good mental picture of it; for, hearing a commotion in the schoolroom, I went in and found Helen on all fours with a pillow so strapped upon her back as to leave a hollow in the middle, thus making a hump on either side. Between these humps she had placed her doll, to which she was giving a ride around the room. I watched her for some time as she moved about, trying to take long strides in order to carry out the idea I had given her of the camel's gait. When I asked her what she was doing, she replied, "I am a very funny camel."

The following extracts from Helen's diary illustrate what she has learned about familiar animals:—

Rats.

Jan. 16th, 1888.—Rats are small animals. They are made of flesh, and blood and bone. They have four feet and a tail. They have one head and two ears and two eyes and one nose.

They have one mouth and sharp teeth. They gnaw holes in wood with their teeth. They do walk softly.

Rats killed little pigeons. Cats do catch rats and eat them.

March 8th, 1888.—We had fish for breakfast. Fish live in the deep water. There are many hundreds of fish swimming about in the water. Men catch fish with poles and hooks and lines. They put a little tiny fish on the hook and throw it in the water and fish does bite the little fish and sharp hook does stick in poor fish's mouth and hurt him much. I am very sad for the poor fish. Fish did not know that very sharp hook was in tiny fish. Men must not kill poor fish. Men do pull fish out and take them home and cooks do clean them very nice and fry them and then they are very good to eat for breakfast.



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Description of a Horse.

March, 1888.—I will write about horse. The horse is a large animal. He can run very swiftly. He has four feet and a tail, he has a mouth and large teeth. He is covered with short hairs.

He is very strong and can pull buggy and carry ladies and gentlemen on his back. We will not go near their heels because they run and throw them up in the air. Horses like to play as well as boys and girls.

One day Polly did jump and kick and throw teacher and me on the ground. I did hurt my side. Polly was very wrong to hurt us so. Hardee is gentle and will not make us fall.

July 14th, 1888.—Some horses are very mild and gentle, and some are wild and very cross. I like to give gentle horse nice fresh grass to eat because they will not bite my hand, and I like to pat their soft noses. I think mild horses like to have little girls very kind to them. Horses neigh, and lions roar, and wolves howl, and cows mow, and pigs grunt, and ducks quack, and hens cackle, and roosters crow, and birds sing, and crows caw, and chickens say peep, and babies cry, and people talk and laugh and sing and groan, and men whistle and bells ring. Who made many noises?

The following anecdote is given as another illustration of the vivid impression which word pictures make upon her mind. Monkeys had been described to her minutely, and she had read several stories about them; but she had never touched one until she was taken to the library of the Perkins Institution, where there is a collection of stuffed birds and animals. She put her hand upon a monkey and instantly recognized it, spelling, with delight, "it is a monkey." She was shown a snake; but when her hand was placed upon it, she jumped back excitedly, spelling rapidly, "I am afraid, for it is an ugly snake." The word

ugly had been used in connection with descriptions of a snake, but she had never been taught that it was an object of fear. Whence came the antipathy and terror which she manifested at the first contact with this creature? Did it arise from her perception, through the muscular sense, of our own aversion to this reptile?

It always affords her great delight to be taken to the woods, where she can examine the leaves and the bark of the trees. In a letter to Mr. Anagnos she expresses her pleasure in such an excursion.

Tuscumbia, Ala. May 3rd 1888.

Dear Mr. Anagnos.—I am glad to write to you this morning, because I love you very much. I was very happy to receive pretty book and nice candy and two letters from you. I will come to see you soon and I will ask you many questions about countries and you will love good child.

Mother is making me pretty new dresses to wear in Boston and I will look lovely to see little girls and boys and you. Friday teacher and I went to a picnic with little children. We played games and ate dinner under the trees, and we found ferns and wild flowers. I walked in the woods and learned names of many trees. There are poplar and cedar and pine and oak and ash and hickory and maple trees. They make a pleasant shade and the little birds love to swing to and fro and sing sweetly up in the trees. Rabbits hop and squirrels run and ugly snakes do crawl in the woods. Geraniums and roses jasamines and japonicas are cultivated flowers. I help mother and teacher water them every night before supper.

Cousin Arthur made me a swing in the ash tree. Aunt Ev. has gone to Memphis. Uncle Frank is here. He is picking strawberries for dinner. Nancy is sick again, new teeth do make her ill. Adeline is well and she can go to Cincinnati Monday with me. Aunt Ev. will send me a boy.



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doll, Harry will be Nancy's and Adeline's brother. Wee sister is a good girl. I am tired now and I do want to go down stairs. I send many kisses and hugs with letter.

Your darling child

Helen Keller.

She was very much interested in the process of cutting lumber, and she was astonished when I told her that the wood used in building houses once grew in the forest. While a new house was in process of erection near her home, I took her every day to see it, and she was allowed to follow the motions of the carpenter as he sawed the boards, shaped and planed them, and drove the nails. She watched the masons, painters, and paper-hangers at work; and I venture to say that she learned more of tools and their uses, and the amount and variety of labor required in building a house, than is known by most women.

Whenever she visits a place for the first time she receives new ideas and adds to her store of general information. In the steam cars, railway stations, hotels and shops, she is constantly asking: "What do you see?—What are people doing?—How many people are there?"

So eagerly does she ask these questions, so quickly does she catch an idea, and so tenaciously remember what has been told her, that description and explanation never become irksome to me. Indeed, there is much to learn in these every-day occurrences, and they assume a new interest for us when we note the pleasure and gratification they afford her.

While visiting relatives in Memphis, Tenn., she was taken to see one of the large steamboats on the Missis-

sippi River. After going over the boat, she said, "it is like a very large house." At the cotton exchange in the same city, she was introduced to a great many gentlemen, all of whom were very attentive to their little visitor. She seemed puzzled when she discovered maps and blackboards there, and asked, "do men go to school?" Before leaving the exchange she wrote on the blackboard the names of all the gentlemen present.

The following letter was written during this visit:—

Memphis, Tenn. Jan. 31st 1888.

Dear Mother,—I am happy to write to you this morning. We came to Memphis in steam car to see grandmother and uncle Fred and uncle Cranworth and aunt Nannie. James and aunt and teacher and I rode in hack. Saturday I went to see little Helen Graves, I found a box of candy in Mr. Grave's pocket. Katie and Lillie and Maud and Virginia and Tiny and Charles and Arthur and Adolph came to play with me. We did have fun. We did jump and run and play frog, and I did carry Allen on pack-saddle. I do love Allen. He did hug and kiss me. Thornton spelled boy and girl on fingers.

I will hug you and take you in my arms. Tomorrow will be February. Mr. Anagnos will come soon.

Dr. Thornton came to see us. I do cough. I am better. Teacher did curl my hair beautiful. We will come home soon. Memphis is a large city, it is in Tennessee. I did get your letter. I am sorry father did dirty nice coat. I will feed little chickens when I come home.

Doctor has come to see Louise. I do not like to write long letter with pencil, I am tired. I will put letter in Office for you. Give father and Mildred kisses.

Good bye

Helen Keller.

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In a letter written to Mr. Anagnos nearly a month later, she also mentions the same visit, and many incidents connected with it, the remembrance of which gave her a great deal of pleasure.

Tuscumbia, Ala. Feb. 24th 1888.

My dear Mr. Anagnos,—I am glad to write you a letter in Braille. This morning Lucien Thompson sent me a beautiful bouquet of violets and crocuses and jonquils. Sunday Adeline Moses brought me a lovely doll. It came from New York. Her name is Adeline Keller. She can shut her eyes and bend her arms and sit down and stand up straight. She has on a pretty red dress. She is Nancy's sister and I am their mother. Allie is their cousin. Nancy was a bad child when I went to Memphis she cried loud, I whipped her with a stick.

Mildred does feed little chickens with crumbs. I love to play with little sister.

Teacher and I went to Memphis to see aunt Nannie and grandmother. Louise is aunt Nannie's child. Teacher bought me a lovely new dress and gloves and stockings and collars and grandmother made me warm flannels, and aunt Nannie made me aprons. Lady made me a pretty cap. I went to see Robert and Mr. Graves and Mrs. Graves and little Natalie, and Mr. Farris and Mr. Mayo and Mary and everyone. I do love Robert and teacher. She does not want me to write more today. I feel tired.

I found box of candy in Mr. Grave's pocket. Father took us to see steam boat it is like house. Boat was on very large river. Yates plowed yard today to plant grass. Mule pulled plow. Mother will make garden of vegetables. Father will plant melons and peas and beans.

Cousin Bell will come to see us Saturday. Mother will make ice-cream for dinner, we will have ice-cream and cake for dinner. Lucien Thompson is sick. I am sorry for him.

Teacher and I went to walk in the yard, and I learned about how flowers and trees grow. Sun rises in the east and sets in the west. Sheffield is north and Tuscumbia is south. We will go to Boston in June. I will have fun with little blind girls.

Good bye

Helen Keller.

Last May she was taken by her uncle to the medical convention at Cincinnati, in order that he might ascertain the opinion of specialists as to the possibility of restoring either her sight or hearing. While there she met hundreds of physicians and their families, and her happy, playful disposition and remarkable acquirements won many warm friends. When I recently asked her whom she saw in Cincinnati, she unhesitatingly spelled more than a hundred names; and she also remembered the states and cities in which many of these gentlemen reside.

In the latter part of May, Mrs. Keller, Helen and I started for Boston. For nearly a year she had been anticipating this trip, and when at last the time for it came her joy was unbounded. A letter written to "Uncle Morrie" shows something of the pleasure she experienced in anticipating this visit.

Tuscumbia, Ala. March 1st 1888.

My dear uncle Morrie,—I am happy to write you a letter, I do love you, and I will hug and kiss you when I see you.

Mr. Anagnos is coming to see me Monday. I do love to run and hop and skip with Robert in bright warm sun. I do know little girl in Lexington Ky. her name is Katherine Hobson.

I am going to Boston in June with mother and teacher, I will have fun with little blind girls, and Mr. Hale will send me

pretty story. I do read stories in my book about lions and tigers and bears.

Mildred will not go to Boston, she does cry. I love to play with little sister, she is weak and small baby. Eva is better.

Yates killed ants, ants stung Yates. Yates is digging in garden. Mr. Anagnos did see oranges, they look like golden apples.

Robert will come to see me Sunday when sun shines and I will have fun with him. My cousin Frank lives in Louisville. I will come to Memphis again to see Mr. Farris and Mrs. Graves and Mr. Mayo and Mr. Graves. Natalie is a good girl and does not cry, and she will be big and Mrs. Graves is making short dresses for her. Natalie has a little carriage. Mr. Mayo has been to Duck Hill and he brought sweet flowers home.

With much love and a kiss

Helen A. Keller.

We spent a few days in Washington, where Prof. Alexander Graham Bell visited us. He was delighted to find that Helen could converse rapidly, and use language intelligently and correctly. He talked to her about animals, and sent her a toy elephant, which pleased her exceedingly. Concerning her visit to Washington she writes : —

Mr. Bell came to see us. He talked very fast with his fingers about lions and tigers and elephants. He was very kind to send me a fine elephant. The real elephant is a very large animal and his body is very heavy. He walks slowly and shakes the ground. He cannot run because he is too big. He has four very strong legs and a little tail. His ears are thin and his eyes are large and mild. The elephant is not fierce like the lion. He has a long funny nose and he can move it. Some times little children give him candy and he puts it into

his mouth with his nose. It is not kind to laugh at a poor elephant because he has no hands. He has two long and very sharp teeth and they are called tusks. When wild animals hunt the elephant he is very angry and he strikes them with his tusks.

Helen describes her visit to the President as follows :—

We went to see Mr. Cleveland. He lives in a very large and beautiful white House, and there are lovely flowers and many trees and much fresh and green grass around. And broad smooth paths to walk on. Teacher told me about the beautiful river that is very near the gardens. The Potomac River is clear and it is very beautiful when the sun shines upon it. Mr. Cleveland was very glad to see me.

On our arrival in Boston (May 26) we went directly to the Perkins Institution. Helen very soon became acquainted with the friends, of whom she had talked so long, and with some of whom she had already entered into correspondence. On finding that almost every one whom she met understood her language, she was overjoyed. Up to this time, with a few exceptions, she had found no one able to converse with her, save her mother and myself. With the enlarged opportunities afforded by intercourse with so many different minds, she rapidly gained greater readiness in conversation. She eagerly sought the acquaintance of the blind children, and entered with delight into their occupations. The modelling in clay was a great pleasure to her ; and, after a few lessons, she achieved a very good degree of success. The bead-work she learned very quickly ; and, when she was able to use four needles, she was delighted with the thought that she could knit a pair of stockings for her father.

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She was greatly interested in examining the school apparatus, the uses of which she readily comprehended. The maps, type-writers, and physiological models were sources of great pleasure to her.

After she had been in Boston about six weeks, she visited Plymouth. On the way thither she was told the story of the pilgrims, and especially that part of it, which was connected with the place she was to visit. It was the first time that she had been taught anything of the past,—her first lesson in history. Three months afterwards she embodied this lesson in the following letter:—

South Boston, Mass. October 1st, 1888.

My dear uncle Morrie,—I think you will be very glad to receive a letter from your dear little friend Helen. I am very happy to write to you because I think of you and love you. I read pretty stories in the book you sent me, about Charles and his boat, and Arthur and his dream, and Rosa and the sheep.

I have been in a large boat. It was like a ship. Mother and teacher and Mrs. Hopkins and Mr. Anagnos and Mr. Rodocanachi and many other friends went to Plymouth to see many old things. I will tell you a little story about Plymouth.

Many years ago there lived in England many good people, but the king and his friends were not kind and gentle and patient with good people, because the king did not like to have the people disobey him. People did not like to go to church with the king; but they did like to build very nice little churches for themselves.

The king was very angry with the people and they were sorry and they said, we will go away to a strange country to live and leave very dear home and friends and naughty king. So, they put all their things into big boxes, and said,

Good-bye. I am sorry for them because they cried much. When they went to Holland they did not know any one; and they could not know what the people were talking about because they did not know Dutch. But soon they learned some Dutch words; but they loved their own language and they did not want little girls and boys to forget it and learn to talk funny Dutch. So they said, We must go to a new country far away and build schools and houses and churches and make new cities. So they put all their things in boxes and said, Good bye to their new friends and sailed away in a large boat to find a new country. Poor people were not happy for their hearts were full of sad thoughts because they did not know much about America. I think little children must have been afraid of a great ocean for it is very strong and it makes a large boat rock and then the little children would fall down and hurt their heads. After they had been many weeks on the deep ocean where they could not see trees or flowers or grass, but just water and the beautiful sky, for ships could not sail quickly then because men did not know about engines and steam. One day a dear little baby-boy was born. His name was Peregrine White. I am very sorry that poor little Peregrine is dead now. Every day the people went upon deck to look out for land. One day there was a great shout on the ship for the people saw the land and they were full of joy because they had reached a new country safely. Little girls and boys jumped and clapped their hands. They were all glad when they stepped upon a huge rock. I did see the rock in Plymouth and a little ship like the Mayflower and the cradle that dear little Peregrine slept in and many old things that came in the Mayflower. Would you like to visit Plymouth some time and see many old things.

Now I am very tired and I will rest.

With much love and many kisses, from your little friend,
Helen A. Keller.

Early in July she went to Brewster, where she spent the remainder of the summer. This visit at the seaside was a novel experience to her. When first taken into the water she ran fearlessly forward, dancing along with the same happy freedom she manifests on land, and delighted with the splashing of the water around her. Unfortunately striking her foot against a stone, she stumbled and fell forward, and the salt water filled her mouth. The shock of the fall, by which she was instantly submerged, the coldness of the water,—and especially the seeming violence with which the salt waves rushed into her mouth,—terrified her, and seemed to arouse in her a feeling of indignation. As soon as she had sufficiently recovered to use her fingers, she asked, excitedly, “who put salt in water?” For several days afterwards she manifested great timidity about bathing, but by degrees she regained her former fearlessness. She would wade in until the water was up to her ears; and, though at first she would be frightened when a wave caught her and swept her back, she soon came to think this the greatest fun of all. She also learned to float. In short, she thoroughly enjoyed her stay at the seashore. In the following letter she mentions the happy days spent there :—

So. Boston, Mass. Sept. 1888.

My dear Miss Moore

Are you very glad to receive a nice letter from your darling little friend? I love you very dearly because you are my friend. My precious little sister is quite well now. She likes to sit in my little rocking-chair and put her kitty to sleep. Would you like to see darling little Mildred? She is a very pretty baby. Her eyes are very big and blue, and her cheeks are soft and round and rosy and her hair is very bright and

golden. She is very good and sweet when she does not cry loud. Next summer Mildred will go out in the garden with me and pick the big sweet strawberries and then she will be very happy. I hope she will not eat too many of the delicious fruit for they will make her very ill.

Sometime will you please come to Alabama and visit me? My uncle James is going to buy me a very gentle pony and a pretty cart and I shall be very happy to take you and Harry to ride. I hope Harry will not be afraid of my pony. I think my father will buy me a beautiful little brother some day. I shall be very gentle and patient to my new little brother. When I visit many strange countries my brother and Mildred will stay with grandmother because they will be too small to see a great many people and I think they would cry loud on the great rough ocean.

When Capt. Baker gets well he will take me in his big ship to Africa. Then I shall see lions and tigers and monkeys. I will get a baby lion and a white monkey and a mild bear to bring home. I had a very pleasant time at Brewster. I went in bathing almost every day and Carrie and Frank and little Helen and I had fun. We splashed and jumped and waded in the deep water. I am not afraid to float now. Can Harry float and swim? We came to Boston last Thursday, and Mr. Anagnos was delighted to see me, and he hugged and kissed me. The little girls are coming back to school next Wednesday.

Will you please tell Harry to write me a very long letter soon? When you come to Tuscumbia to see me I hope my father will have many sweet apples and juicy peaches and fine pears and delicious grapes and large water melons.

I hope you think about me and love me because I am a good little child.

With much love and two kisses

From your little friend

Helen A. Keller.

In September she made a very delightful visit in West Newton, of which she gives an account in a letter written to her mother.

So. Boston, Mass. Sept. 24th.

My dear Mother,

I think you will be very glad to know all about my visit to West Newton. Teacher and I had a lovely time with many kind friends. West Newton is not far from Boston and we went there in the steam cars very quickly.

Mrs. Freeman and Carrie and Ethel and Frank and Helen came to station to meet us in a huge carriage. I was delighted to see my dear little friends and I hugged and kissed them. Then we rode for a long time to see all the beautiful things in West Newton. Many very handsome houses and large soft green lawns around them and trees and bright flowers and fountains. The horse's name was Prince and he was gentle and liked to trot very fast. When we went home we saw eight rabbits and two fat puppies, and a nice little white pony, and two wee kittens and a pretty curly dog named Don. Pony's name was Mollie and I had a nice ride on her back; I was not afraid, I hope my uncle will get me a dear little pony and a little cart very soon.

Clifton did not kiss me because he does not like to kiss little girls. He is shy. I am very glad that Frank and Clarence and Robbie and Eddie and Charles and George were not very shy. I played with many little girls and we had fun. I rode on Carrie's tricicle and picked flowers and ate fruit, and hopped and skipped and danced and went to ride. Many ladies and gentlemen came to see us. Lucy and Dora and Charles were born in China. I was born in America, and Mr. Anagnos was born in Greece. Mr. Drew says little girls in China cannot talk on their fingers but I think when I go to China I will teach them. Chinese nurse came to see me, her name was Asu. She showed me a tiny atze that very rich ladies in China wear because their feet never grow large. Amah means a nurse.

We came home in horse cars because it was Sunday and steam cars do not go often on Sunday. Conductors and engineers do get very tired and go home to rest. I saw little Willie Swan in the car and he gave me a juicy pear. He was six years old. What did I do when I was six years old? Will you please ask my father to come to train to meet teacher and me? I am very sorry that Eva and Bessie are sick. I hope I can have a nice party my birthday, and I do want Carrie and Ethel and Frank and Helen to come to Alabama to visit me. Will Mildred sleep with me when I come home.

With much love and thousand kisses.

From your dear little daughter.

Helen A. Keller.

Some time before I went to Tuscumbia Helen had experienced the danger of fire. While standing before an open grate one day, she reached forward so far that her apron caught afire, the flames running up to her head, scorching her hair so badly that it became necessary to have it shaved off. Fortunately her mother was at hand to catch and wrap her in a blanket, thus extinguishing the flames before any very serious harm had been done; but the lesson was well remembered, and when I first knew Helen she often told me, in pantomime, the details of the accident, and even now she always draws her garments very closely about her whenever she approaches an open fire-place. Thus Helen has made a very real acquaintance with two of the elements, fire and water, and has learned by actual experience something of the danger attending contact with each of them. Indeed, she has now no greater fear of either than is necessary to ensure personal safety.

Her intellectual progress during the year can be appreciated only by those who have seen her frequently. She

has an insatiable thirst for knowledge, and great quickness of perception. She easily grasps any new idea; and with this mental alertness she combines a happy faculty of embodying her thoughts and impressions in language. She not only reads a great deal, but she is usually able to reproduce, in her own language, the principal points of the story or poem she has perused once or twice. The following selections will suffice to show that she not only possesses an intelligent appreciation of her subject, but that she also catches the spirit of the writer:—

Tuscumbia, Ala. March 31st.

Teacher told me a story about little blind boy. His name was Harry Lane. He lived in Boston with his mother and father and his wee sister Lottie and his brother Frank. Poor Harry could not see bright flowers or the birds or the grass for he was very blind. He could not go to the school for blind children because he was weak and small. When Frank went to school Harry stayed at home and rocked little sister. Harry's mother could not take him to walk in warm sun for she had many dresses to make for ladies. Frank learned many nice things in school. After school he played games with boys and girls and they went to Gardens and had fun. Frank saw beautiful flowers and trees and little fish in a pond, and birds hopping on the soft grass and he was very happy like the birds. Mr. Anagnos was very sorry for little Harry because he could not go to school and be happy like birds and Frank. And he said I will ask kind ladies and kind gentlemen to give me some money to build a school for small blind boys and girls like Harry Lane, then they will be happy children. Good people were glad to give Mr. Anagnos much money for they were sorry for little blind children. And carpenters were glad to build nice school for them. When school was all made Harry and nine other little boys and girls were very happy. They



learn to make many pretty things in new school. And they play games with balls and marbles and hop and skip and jump and they are happy and good like birds and Frank. When Mr. Anagnos gets some more money many little boys and girls will have fun.

Helen Keller.

Story.

Sept. 25th, 1888.— Ted and Tena had a very cunning little bed and when it was night and they felt very tired and sleepy their mother put them to bed and they were soon sound asleep. Then they dreamed about a picnic. They went with their little playmates to a very pretty field where the large trees made a pleasant shade, and there were daisies and buttercups and wild roses in the field and grass and a pretty little brook that rippled gaily over the pebbles, and the birds were happy high up in the trees and they sang for the little girls and boys. When they were very hungry they made a table on the green grass and ate the ice-cream and cake, and chicken and pickles and biscuit, and they drank the lemonade and cold coffee.

Then they played games and came home for they were tired and their mothers put them in their little beds to rest.

Helen A. Keller.

Rosa asked her mother to take her to see the sheep that were feeding on some fresh green grass on the side of a little hill. So, her mother told Rosa to get her hat and she would take her to look at the sheep. When Rosa saw the sheep she was very happy and said there are the sheep, may I run with them? They are very mild and they will not hurt me. I will catch a tame sheep and bring it to you. No, said her mother you could not bring one to me because they are too large. I will go with you and we can talk to a pretty lamb. While her mother was talking a large sheep saw some bright flowers in Rosa's hat and he thought they were real flowers and he was

hungry and so he began to eat them. Rosa's mother drove the sheep off many times but he kept coming back and trying to pull of the flowers and at last Rosa and her mother had to go out of the field.

Helen A. Keller.

Oct. 21st.—Genevieve is a pretty little maiden and she is good and sweet and fair. There are two roses in her smiling face and her hair is as bright as the sunshine and her voice is soft and loving. Genevieve is a happy little maiden because she is always affectionate and kind. Her heart is full of loving thoughts. She loves to hear the birds sing and to run and dance and catch the pretty butterflies. Every one loves Genevieve because she is so gentle, sweet and loving. She has a roguish little brother, his name is Willie. He has a face as round as an apple and two laughing blue eyes. He is always jumping and leaping and prancing. Her sister Lue is six years old and her wee little sister Bessie is a timid little darling. She is just two years old. One day she went out into the garden and laid her bright head on the Strawberry bed to hear what the red cheeked berries were saying. She loved to go with Lue and Genevieve and sit in the swing that hung in the huge ash tree and the little birds up in the tree thought baby Bessie made a pretty picture as the swing moved gently to and fro.

Helen A. Keller.

Oct. 24.—Arthur went to walk in the garden one beautiful day with his mother. The birds were singing, and the flowers were very bright and fragrant. After a while Arthur saw some lovely white flowers and they looked like tiny white bells. He asked his mother the name of the beautiful flower and she told him it was the lily of the valley. Arthur

thought the little flowers would make pretty night caps for the fairies. He told his mother that he should like to sleep under the leaves of the lily of the valley with a flower for a cap. Why, said she, how very small you would have to be. Your head would have to be not much larger than the head of a pin.

The next morning Arthur came downstairs in great glee for he had been dreaming while he was asleep about the beautiful flowers. He told his mother all about it, and she was glad to listen because it was a very pleasant dream.

Arthur thought he was sitting under the lily of the valley and he was so small he could put his head into one of the tiny bells. He sat very near an acorn and he was such a wee little boy he could lean on it. He heard a bird singing and he thought it was his mother calling him. He was a very funny little boy and his mother laughed very hard at his pretty dream.

Helen A. Keller.

To Helen the heroes and heroines of her little stories are real boys and girls, in whom she manifests a lively interest. She does not for a moment doubt that some day she will see Lord Fauntleroy, and enjoy in reality all the incidents of Mrs. Burnett's charming book. She seems to prefer stories which exercise the imagination. She is very fond of such poetry as comes within her comprehension, and it will be seen from many of her letters and compositions, that she catches the poetical spirit which pervades juvenile tales.

The development of her mind is apparent in the increased interest she manifests, and in the character of the questions she asks when a new subject is presented to

further information in the same di-

Her progress is also shown in language, in her knowledge of the form of speech, and by her increased brightness. One evening a young lady who was at the High School told Helen that she had learned Latin. Helen turned to me and asked, "What is *mensa*?" I explained to her that it was a table. She had learned Latin so easily that she could say "what is *girl?* *boy?* *father?* *mother?*" In a few minutes she had learned seven or eight words. The next morning she asked, "What is *puer?*" When we went out for a walk, and saw a little boy whom I saw, she remarked, "There is a *puer.*" She learned some Greek words with the same facility.

Previous to last March, when
ceased, she had made considerable p
She could add, subtract and multiply
as one hundred, and had learned the
She could do ~~mult~~

used by the blind. At first it was difficult for her to understand that the types represented so many apples and oranges; but after a few days she overcame this obstacle, and then she was incessantly puzzling her brain with examples, both in school and out of it. Even when she was in bed, her thoughts still dwelt upon numbers, until she became so excited that she could not sleep. Then we banished the type-slate and discontinued the lessons in arithmetic, fearing that her health, and perhaps her mental faculties, might become seriously injured.

She began the study of geography during the past year, and has acquired a notion of the points of the compass and of boundaries. She will bound a room, a house, a garden, without difficulty, and she has worked a little with the maps. She had learned, at different times, the names of a few of the states in connection with other subjects, and she now learned at a single lesson the names of all the states of the Union, and their correct spelling.

She can sew a little, as well as knit, and she has learned the crochet stitch. Her beadwork and clay modelling have been previously mentioned. Very little time has been given to any of these occupations, yet she seems to find enjoyment in all of them; but, as I have already plainly indicated, her attention thus far has been chiefly devoted to the acquisition of language, and her progress in this direction has been most gratifying.

In this connection I will mention one point, which is perhaps worthy of note, and to which I have not hitherto alluded,—that is, her tendency to abbreviate words and sentences in conversation. Although in all my inter-

course with her I have made it my rule to form complete sentences and to require her to do the same, yet she is continually leaving out not only important words but whole phrases. If I have something in my hand, she will ask "what?"—meaning, "what is it?" or "what have you?" If I say, "I am going upstairs," she will ask, "to?"—meaning, "what are you going to do?" If I am going to walk, she will say "with?"—expecting me to tell her with whom I am going. But when we remember by what a slow method she is compelled to ask these simple questions, does it seem strange that she sometimes disregards words, which are not absolutely necessary for gaining the desired information? I have no doubt, however, that she will overcome this tendency, and will then express herself as clearly and fully in conversation as she now does in composition.

Like other children, she is constantly seeking something new. She examines every object within her reach, and ascertains the size, shape, density and use of whatever she touches. When we think what a variety of information can be obtained through the sense of touch, concerning temperature, weight, form, size, muscular exertion, pressure, and many other properties more or less marked, it does not seem surprising, that Helen should be able to perceive qualities not appreciable to those who have sight and hearing, and whose visual and auditory impressions claim that attention, which Helen concentrates upon the sense of feeling.

Her judgment of distances, and of the relation of places to each other, is less accurate than that of blind persons in general. I have often known her to make the circuit of a room several times, in searching for



some article that she had only a moment before laid upon a chair or table.

I have tried to improve every opportunity for showing Helen beautiful objects. When we go out for a walk, I seek to turn her attention away from any petty annoyances. In fact, I never allow her to talk of such matters during the time for recreation. It is best for children—and especially those who are situated as Helen is—to think more often of others than of themselves, to cultivate an interest in all that concerns their fellow-creatures, and to be able to appreciate and love whatever is good and beautiful. I have given her a little to observe at a time, and have insisted that she should observe that little well. In this way she learns to combine correct ideas, proper sentiments and noble impulses into logical and durable associations; and, as association makes a unit of the physical, intellectual and moral existences, and establishes a natural bond between the various parts, which constitute the mental state, great care has been taken in the formation of those associations over which we have some control.

With Helen, morality is not an edifice, erected at the cost of great labor, prudence and patience. She is naturally a very sweet, affectionate and generous child, and a very slight appeal to her sensitive little heart will invariably bring tears to her eyes.

She is remarkably correct in her deportment, and possesses a strong sense of order and neatness. She is skilful with her fingers, and is as fond of dress, articles of ornament and all beautiful things, as are other children of her age; and, with all the eager and restless activity of her mind, she is a very natural and a very lovable little girl.

CONCLUSION.

"But I've already troubled you too long,
Nor dare attempt a more advent'rous song."—ADDISON.

In closing this report, which, I fear, has exceeded the usual limits, I avail myself of the opportunity to render my heartfelt thanks to the members of your board for the kind advice and prompt aid afforded to me at all times and under all circumstances, as well as for the courteous manner in which these have been given. I also acknowledge, with pleasure, the cordial coöperation and valuable help which I have received from all my assistants in this work.

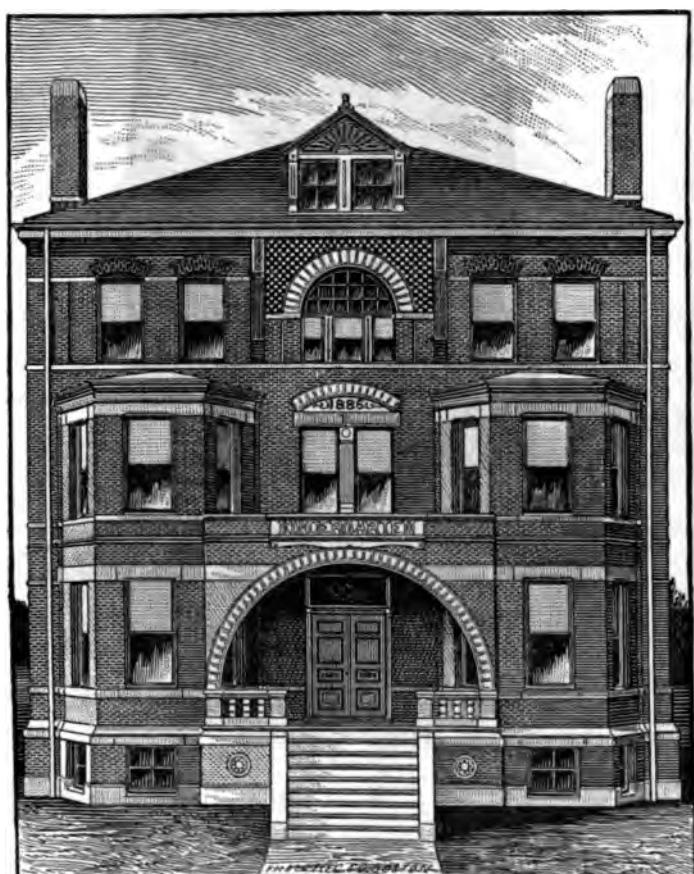
All which is respectfully submitted by

M. ANAGNOS.



SECOND ANNUAL REPORT
OR
THE KINDERGARTEN FOR THE BLIND,

SEPTEMBER 30, 1888.



BOSTON :
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1889.



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Kommt, lasst uns den Kindern leben.

FRIEDRICH FROEBEL.



OFFICERS OF THE CORPORATION.

1888-89.

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EDWARD JACKSON, *Treasurer.*

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VISITING COMMITTEE.

[At a meeting of the board of trustees, held July 2, 1887, the following vote was passed unanimously : —

Voted, That the board of trustees appoint a visiting committee on the kindergarten, consisting of twelve ladies, who shall visit the kindergarten and consult with the matron on its domestic affairs, and extend towards the children such kind notice and advice as they may deem proper.]

Mrs. ELIZABETH C. AGASSIZ.

Miss ELIZABETH L. ANDREWS.

Mrs. WILLIAM APPLETON.

Mrs. MAUD HOWE ELLIOTT.

Miss CLARA T. ENDICOTT.

Miss SARAH B. FAY.

Mrs. JOHN MALCOLM FORBES.

Mrs. JOHN L. GARDNER.

Mrs. THOMAS MACK.

Mrs. ROBERT TREAT PAINE.

Miss EDITH ROTCH.

Mrs. ROGER WOLCOTT.

OFFICERS OF THE KINDERGARTEN.

DIRECTOR.

M. A N A G N O S .

ATTENDING PHYSICIAN.

H E N R Y W. B R O U G H T O N, M.D.

Miss ISABEL GREELEY, *Matron.*

Miss NETTIE B. VOSE, *Assistant.*

Miss LILIAN MAT FLETCHER, *Special Teacher to EDITH THOMAS.*

Miss FANNY L. JOHNSON, *Kindergartner.*

Mrs. SARAH J. DAVIDSON, *Kindergartner.*

INCORPORATION OF THE KINDERGARTEN.

On application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act of incorporation was passed by the Legislature March 15, 1887:— •

Commonwealth of Massachusetts.

In the year one thousand eight hundred and eighty-seven.

A N A C T

TO AUTHORIZE THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND TO HOLD ADDITIONAL ESTATE FOR THE PURPOSE OF A KINDERGARTEN FOR THE BLIND.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows:—

SECTION 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of KINDERGARTEN FOR THE BLIND, and to hold for this purpose real and personal estate to an amount not exceeding two hundred and seventy-five thousand dollars in addition to the amount it is now authorized to hold.

SECT. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

SECT. 3. This act shall take effect upon its passage.

Passed to be enacted.

HOUSE OF REPRESENTATIVES, March 14, 1887.

CHAS. J. NOYES, Speaker.

Passed to be enacted.

IN SENATE, March 15, 1887.

HALSEY J. BOARDMAN, President.

MARCH 15, 1887.

Approved.

OLIVER AMES.

or

SECRETARY'S DEPARTMENT, BOSTON, March 30, 1887.

A true copy.

Witness the Seal of the Commonwealth.

HENRY B. PEIRCE,

Secretary of the Commonwealth.



KINDERGARTEN FOR THE BLIND.

SECOND ANNUAL REPORT OF THE DIRECTOR.

"Look, love, what envious streaks
Do lace the severing clouds in yonder east;
Night's candles are burnt out, and jocund day
Stands tiptoe on the misty mountain tops."

SHAKESPEARE.

TO THE BOARD OF TRUSTEES.

Gentlemen: — With the return of the first day of October, the work of this beneficent institution comes to the close of its seventeenth month, and it becomes my duty to present my second annual report to your board, giving a brief account of what has been accomplished.

The past year has been one of signal blessings, and it is a great pleasure to me to review its history, to note the progress that has been made, and to mark the evidences of the prosperity of the infant school and the promise of permanent usefulness given by its operations.

It is no little gratification to me to be able to assure the friends and benefactors of the blind, that, owing to their fostering care, the tiny establishment has taken a firm root, and that it is doing

all that the most sanguine of its promoters could dare to hope for.

The kindergarten has awakened much interest in the community, and has received many tokens of good-will and sympathy alike from persons of moderate means and from those who are entrusted with the stewardship of riches. The favors bestowed upon it during the past year were both numerous and substantial. Seldom has an enterprise aiming at the mitigation of affliction appealed so strongly to the popular current of feeling, or excited so deep an interest among all classes of people.

RAPID GROWTH OF THE KINDERGARTEN.

"Not fairer grows the lily of the vale,
Whose bosom opens to the vernal gale."

FALCONER.

The growth of the kindergarten has been remarkably rapid. It exceeds the anticipations even of those, who pay special attention to statistics, and are familiar with the disproportionate increase of blindness as compared with that of the general population of the country. In the course of seventeen months the nucleus has developed into a school of fair proportions.

We began work on the second day of May, 1887, with ten children. We have now twenty-seven under our care, and preparations have been made for the admission of five more, making thirty-two in all. This is the full number, which we can



receive; and, in order to accommodate so many, we shall be obliged to utilize every nook and corner of the building. There is no room for more, and the applicants whose names are already on record, as well as those who may seek in the future the advantages afforded by the kindergarten, will have to wait until vacancies occur or additional accommodations are provided.

Thus the sapling, which was planted in hope and faith only a few years ago, stands before us now a thriving and vigorous young tree, spreading its branches in every direction, and affording a refreshing shelter, under which a group of little sightless boys and girls are enjoying the benefits of a home circle and the inestimable advantages of early education. Many of these children have been exposed from their infancy to the most undesirable influences. They have seldom drunk the milk of kindness or tasted the fruit of affection. They have scarcely ever known the blessings of wise guidance or of comfortable domestic life, and their entrance upon the new experiences of parental care, rational training and pleasant associations, is marked by a corresponding improvement in their manners and morals, and even by radical changes as to form and features.



HEALTH OF THE CHILDREN.

"To the old, long life and treasure;
To the young, all health and pleasure."

BEN JOHNSON.

The children, their teachers and attendants, all enjoyed most excellent health until the 10th of May, when an epidemic of scarlatina broke out in the kindergarten.

In the course of two or three weeks six of the pupils were attacked by this dire disease. The little patients were promptly removed to the City Hospital, where Albert Ernest Worden, the youngest and one of the brightest and most promising members of the family, died, lamented by every member of the household and by the ladies of the visiting committee. The others were speedily restored to health.

This unfortunate event proved injurious to the kindergarten in various ways. It disturbed seriously the regularity of the operations of the infant institution; closed its doors to many of its friends and other benevolent persons, who were planning to visit it during the long and pleasant days of the early part of summer; and prevented the children from participating in the commencement exercises of the Perkins Institution, and pleading their cause by the work of their tiny fingers before the immense audience, which was gathered in Tremont Temple on the 7th of June.

I avail myself of this opportunity to renew, in the strongest terms, the expression of my obligations to Dr. Henry W. Broughton, whose unremitting attentions during the prevalence of scarlet fever, as well as on every other occasion, which called for medical attendance, entitle him to the gratitude of every friend of the institution.

OFFICERS AND TEACHERS.

"Humblest service, done
By willing and discerning souls, is glory."

GEORGE ELIOT.

There was only one change in the *personnel* of the institution during the past year. The engagement of Miss M. A. Swan, whose efforts were characterized by commendable fidelity, terminated with the close of the school term, and Mrs. Sarah J. Davidson was chosen to fill the vacancy. The new appointee is a person of superior qualities of mind and heart, and seems to be peculiarly fitted for our work. With this exception, the staff of officers and teachers of the kindergarten remains substantially the same as it was twelve months ago; and it gives me sincere pleasure to bear testimony to the diligent and devoted spirit, as well as to the efficient manner, in which they have discharged their duties. They have shown an intelligent zeal and praiseworthy interest in the performance of their several tasks, and the marked improvement made by the children is principally due to their



earnest purpose, their untiring patience and their hearty coöperation. They all labor together harmoniously in the interests of the establishment; and, while they are endeavoring to become familiar with the various phases of their work and with its special requirements, time and practice will enable them to do it in the simplest and most economic way. For, as the poet puts it,—

“Experience is by industry achieved,
And perfected by the swift course of time.”

THE ENDOWMENT FUND.

“Gifts that grow are best;
Hands that bless are blest:
Plant, life does the rest.”—LUCY LARCOM.

That the kindergarten is doing a holy work, is unanimously affirmed by those who have watched its operations and become familiar with their details. It supplies the corner-stone in our system of education, and is destined to infuse fresh life into it, and to give a distinct and powerful impetus to its growth and development. A company of little boys and girls, many of whom have been rescued from the dwellings of extreme poverty and misery, are gathered under the roof of the infant institution, and there shielded from the frosts of wretchedness and the injurious effects of corrupt association. They are neatly clad, and abundantly provided with the necessaries of life. They are surrounded by such genial and wholesome influ-



ences as are conducive to their happiness and to the harmonious growth of all sides of their nature; and they enjoy the blessings of that early training, which, like a healthy plant, grasps the soil and seeks the sun.

Whether considered from a physical or from a mental and moral point of view, the results obtained in this garden of childhood during the past twelve months are very gratifying, and speak most eloquently of the value of its work. They indicate clearly the beneficent power of this new establishment, and the vast amount of good that can be accomplished through its agency; and they form a plea of irresistible strength in its behalf. But, to use Dryden's words,—

"As high summits, in their airy sweep,
Require foundations in proportion deep,
And lofty cedars as far upward shoot
As to the nether heavens they drive the root,"—

so the infant institution needs a solid and deep foundation, in order to rise to the lofty heights of the perfect fulfilment of its sacred mission. It must be securely grounded and firmly established on a permanent financial basis, otherwise it cannot succeed and prosper. An assured annual income is not merely a desideratum or a simple matter of convenience in this case, but a *sine qua non*, — a condition without which the perpetuation of the benefits of the kindergarten cannot be hoped for, nor its practically boundless possibilities be ful-

filled. Without a reliable source of support, relieving its future from all uncertainties and material embarrassments, it may exist, but cannot grow and thrive.

With these facts before them, the trustees resolved, with entire unanimity, to take definite and decided steps for procuring an endowment fund of one hundred thousand dollars. At the suggestion of Dr. Samuel Eliot, president of the corporation, they formed a special organization for the purpose of raising money. Meanwhile, the ladies of the visiting committee, having become acquainted with the financial condition of the kindergarten and with its needs, have determined to do their part in supplying the latter, and have entered upon the work with an earnestness, which commands our admiration and merits our heartiest thanks. They have been among the foremost in every movement concerning the increase of contributions, and have tried to devise ways and means in furtherance of the plan. They have held frequent meetings, discussed various measures, solicited subscriptions, and finally issued an appeal to the public, in which the members of the committee on endowment gladly united with them, and from which we copy the following extract:—

The ladies visiting committee appeal to a community never appealed to in vain for any good cause, to aid in endowing the kindergarten for the blind. Much has been already done in



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behalf of this work. A site has been procured, a building erected and furnished, and all fully paid for, leaving no debt or encumbrance whatever. But the means for carrying on the kindergarten and providing for the company of little boys and girls now gathered in it are still wanting, and will be wanting until an endowment of one hundred thousand dollars, the interest of which will meet all ordinary current expenses, is obtained. A visit to the kindergarten, and a glimpse of the brightness and joy to be seen there among these sightless children, will do more than any words of ours to bring this enterprise before the hearts of our people. We ask earnestly and confidently for contributions to the endowment fund.

The *Evening Transcript* of February 24 called the attention of its readers to the urgency of this appeal in a most excellent editorial article, from which we quote as follows: —

The beautiful and commodious school for the little sightless children has been built and furnished, and is today musical with the laughing voices of a company of little girls and boys, many of whom have been rescued from homes of extreme poverty and want, where those that are blind are left to sit in darkness. That they have found light, any one will see who may stand for ten minutes in the cheery schoolroom, and watch the bright, eager faces, with their tremulous sensitiveness and intelligence. These children seem to drink in knowledge, as, in hot summer days, the parched flowers absorb the moisture of a welcome shower. That they have found happiness and joy in life, no one can doubt who has seen the little men on a bright winter afternoon, warmly dressed in great coats and tiny rubber boots, running about the wide, pleasant grounds of the kindergarten at Jamaica Plain, building snow forts and snow-balling each other, "just like other children,"



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as the common saying is. Their aim is not very sure, and few of the snowy missiles take effect; and yet they get as much fun out of their play as any boys alive.

"Just like other children!" That is their claim upon us: these little ones are just like our own boys and girls,—only missing the one precious gift of sight, which others are blessed with. The object of the school is to help these little children to become just like other children, that they may grow up into good citizens, and self-supporting, self-respecting men and women.

In their names the committee asks, confidently and earnestly, for an endowment fund, that these little children may be succeeded by others; and that, so long as there are blind children in our community, they may find this place of refuge, where the darkness of ignorance and sorrow shall be lifted from them, and they shall be filled with the light of learning. In the names of these little sightless ones it is asked of all persons,—mothers, fathers, children. It is not the rich alone who should carry on this enterprise; and any contribution will be thankfully received by the treasurer.

Early in May, the ladies of the committee, wishing to render both the work of the kindergarten and its wants widely known to the community, held a reception, to which the members of the corporation and numerous other citizens were cordially invited. Dr. Samuel Eliot presided over the exercises, and made a most eloquent and convincing plea in behalf of the fund, which was afterwards published by the committee, in the newspapers and in a separate circular, in the following condensed form:—

The kindergarten is established, but not yet securely. It needs what all kindred works need,—an assured support; and

this can only come with the completion of the endowment fund. The amount of a fund barely sufficient to provide an income for annual expenses has been estimated at one hundred thousand dollars, and less than this cannot be thought of as an adequate provision for our work. We have about a fourth part of this endowment subscribed; the other three-fourths are yet to be given. That they will be given, we cannot doubt. This generous community — never more generous than in its care of the blind — will not only pour out of its abundance, but will give its mites, as it has done, to sustain this cause. It will not consent that its little blind children shall be in any danger of losing the home, in which they are now gathered, or the instruction, from which they are now reaping all the advantages — the almost unexpected advantages — witnessed within these walls. Boston, Massachusetts, or whatever name we give to the men, women, and children on whom we confidently depend, will not forsake the benevolent enterprise, for which we are sure we cannot plead in vain. The ladies visiting committee, in calling us hither this afternoon and arranging the welcome, which has made every one feel at home, give us a chance — a fortunate chance — to be aware of the really helpful friends of these children and their teachers. Oh, that the chance be not thrown away by any one of us, but that every visitor of today may go away with the resolution not only of helping this work, but of inducing others to help it, and so to feel, so to tell the scenes here witnessed, that the friends of the kindergarten may be multiplied, and its resources increased a hundred-fold! It stands with one look towards its children, serene and confident; the other look is confident also, but with a shade of suspense, as it turns to the people around it, and waits for the seventy-five thousand dollars, without which it cannot continue its ministry. Shall it wait long?

These appeals were fairly well responded to both by the rich and by persons in comfortable

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fraying all expenses, we have le
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the last dollar is raised. "No delay, no rest," as Virgil puts it.

"*Nec mora, nec requies.*"

The revenue which such a foundation will yield is barely sufficient to meet the primary necessities of the kindergarten, and nothing less can be adequate to the emergency. Hence, the call for the full amount is urgent, the need is pressing.

"Up, then, with speed, and work!
Fling ease and self away!
This is no time for us to sleep;
Up, watch and work and pray!"

I am aware that the obstructions, which beset the path of those who strive to carry this undertaking to its consummation, are very numerous, and in some instances quite disheartening; but we must persevere in our course unflinchingly, and with a determination to conquer them, and pluck the sceptre of success out of the grasp of difficulty. Obstacles, however formidable they may be in appearance, are in substance things to be overcome by persistent and concentrated action, and nothing more than this. Our faith in the goodness of our cause and in the benevolence of the community is so strong and unwavering, that it furnishes constant incitement to effort for the final triumph of our project. It animates to new endeavor, and gives fresh encouragement in the midst of disappointment. It prevents our struggles from becoming wearisome, invigorates our

We would again call the benevolent citizens, and our friends to the claims, which the kindred of their generous aid. Not only of its possibilities and the incalculable fulness, but its very existence and the generosity of its benefactors. The completion of the endowment will supply the infant institution with a full measure of financial security, which will infuse life into its activities, furnish it with vitality, insure its progress, and give those who are surrounded by black clouds and darkness vistas of glad hope and coming time. Hence we appeal to all who are concerned for the welfare of childhood to unite in a common effort to secure the inestimable boon of education and training for the blind of New York.



attack of malignant scarlet fever and diphtheria, at four years of age, became totally blind and deaf, and, in consequence of her lack of hearing, gradually lost the ability to speak. When the former brief notice of this child was prepared, she had but just entered our school. She was then



EDITH M. THOMAS.

eight years of age, and, though rather small in stature, she was physically well developed, strong and active, and gave promise of being very intelligent,—a promise which has been amply fulfilled since she has been under instruction.

Her general health has been excellent throughout the year, but the state of her ears has been such as to require the care of an aurist nearly all the time. That this condition causes her considerable suffering, is evident from her

...
She is remarkably quick at movements, both out of doors. She soon learned her way about and now goes alone, with the greatest search of whatever she wishes. of the situation and relation of things. Her memory of distances is very accurate, and so is her sense of direction, to the point where she would readily find her way home again, even if she had been sent to school a month earlier. She says, that, when Edith had been away for a month at the kindergarten, on a walk of about a mile, she put her hand on the gate when only two feet away from it.

She seems to possess an instinctive love of order and neatness, and, like most girls, is fond of dress. She had noticed with pleasure, that some of the children above her were fond of dress. According to her mother, a bureau was put into Edith's chamber, and she placed a picture over it similar

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standing on tiptoe so as to bring her head on a level with the imaginary mirror, she stood looking towards it, turning her head from side to side, and patting her collar, with a look of supreme satisfaction on her face.

Naturally very skilful with her fingers, she performs her little tasks much quicker and better than most of the children with whom she works. Her teacher relates that when Edith had been only three months under instruction, having one day finished a cup and saucer she had been modelling, long before the other children had completed theirs, she was given a piece of clay with which to do whatever she chose. She first made a twisted stick of candy; next, a penny, and spelled *money*; and finally she modelled a dulcimer with keys, and stick with which to strike the notes; and this was so well made that her teacher declares it would have done credit to a seeing child. She had seen a dulcimer belonging to one of the girls; but this was her first attempt at making one in clay, and she worked without a model save that furnished by memory.

Edith has an affectionate nature, and is very fond of fun and frolic with her companions. She recognizes every member of the household, and very quickly misses an absent one. At night she wishes to kiss each one of her schoolmates before going to bed. She appears to have a cor-

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attended very nicely to the taking no notice of the work As soon as she had finished seemed to strike her. She searched the house until she is one of the most incompeten her to her room, Edith mad that she would teach her how So they began to work toge from one side to the other, sh to do her part, and doing her Finally she gave the pillow t her how to arrange it, and the it herself.

Notwithstanding her affection Edith likes to tease her companyful in carrying out her designs annoys the little girls by pushing them in various ways, or slyly steals dolls and other toys, which she or destroys. One day, when she

with 1:441- 11

gently into the girls' sitting room, closing the door behind her. Miss Fletcher soon entered, and found Edith sitting on the floor, with her back resting against the closet door, while a faint sobbing from within revealed H——'s imprisonment. Her feeble efforts to open the door only excited Edith's mirth. Miss Fletcher approached unperceived, opened the door quickly, and released the prisoner, much to Edith's astonishment, who could not understand the apparently wonderful increase of strength in her helpless playmate. Many of Edith's little tricks evidently proceed from pure love of fun, without intention of really annoying any one. Even when there seems to be some malice in her sport, it is by no means certain, that this is not the result of a failure to comprehend the trouble she causes.

The child appears to have an innate sense of right and duty, combined with great decision of character. Although wilful, impatient of restraint, and even obstinate in her refusal to submit to authority, yet, when left to herself, she often manifests a touching loyalty to right. Sometimes she wages very long and severe battles with her rebellious will, every feature and gesture betraying the fierceness of the struggle. At the outset you can read the temptation in her face,— the desire to gratify some impulse so powerful that she almost yields. Then her moral sense evidently arouses her indignation against her recreant will,

A HISTORY OF

to greater rebellion.

One day she was sent to make a bed. Choosing to obey, she pulled over it, and ran away to the window. She found none of the children at home, and remained there thinking for a few minutes. Then she went to her room, and began, in an excited manner, to make her bed. Suddenly she stopped, and, holding one hand with the other; and, in a fit of狂怒, during which she threw herself upon the floor, fighting with feet as well as hands. Finally she subdued the evil spirit, made her bed neatly, and showed it to her mother, who looked at it with a face expressive of great pleasure.

On another occasion, as a punishment for some offence, Miss Fletcher made her to sit in a corner, where she should not leave the room. Her eyes were fixed upon the door, her features indicating a conflict between her longing to go and her desire to remain. The battle was fought on both sides, by hands and feet, interrupted by

for the instant the child perceived her approach, she no longer hesitated to run away. She was brought back, but her teacher did not afterwards try to detain her by force; and, though Edith's struggle with herself continued a while longer, she did not again attempt to leave the chamber.

In addition to this sense of duty and this power of self-government, little Edith possesses a remarkable degree of honesty. This trait of her character is mentioned more fully in the detailed report given by the matron.

From the preceding account, it is apparent that Edith is a child of strong feelings, and that her features are sufficiently mobile to express her emotions; nevertheless, she does not respond quickly to appeals from without. Novelty seems to possess less charms for her than for most children, and she generally appears indifferent to things until she becomes somewhat acquainted with their nature and value. When a new word, object, or idea is presented, her features express neither pleasure nor surprise, and it is very difficult to discover what impression, if any, is made upon her mind. This has naturally proved a hindrance in her education, as her teacher has often been obliged to work a long time in the dark before finding a clew to the path, by which she may reach the mind of her pupil.

Although Edith has received some instruction in classes with the other children of the school,

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the acquisition of language was
nearly, somewhat slow. At the
ten weeks she had learned forty
at the close of the year her
mother about four hundred words.
explained, however, that the year
eight months of instruction, for
summer vacation of three months
child spent at her home; and
returned to school about a month
preparation of this report. In the
present vocabulary represents
only nine months' tuition.

Although she often expresses the
names of things, and seems to be learning
words, she can scarcely be said to be
eager in this direction. The following
which she is capable of reading
making with the manual alphabet
illustrations of her present con-
guage:—



writes on paper with pencil. Edith makes father's house with cubes. Edith went to see Mr. Phinney's barn. Edith and teacher went to ride in carriage with Dr. Broughton.

The acquisition of language does not seem to be of the first importance to the child. Her brain is very active, but it is occupied with what she will do, rather than with what she will say. If she is at a loss for an expression, her teacher says, that "Edith coins words of her own." The plays which she devises by herself, always managing their execution, show that she possesses good observation and fertility of invention, combined with great power of imitation. Shut out from intercourse with others, her active mind has already invented occupations and amusements for itself. These qualities, in addition to her fearlessness and freedom of movement, make her less dependent upon others for happiness than most children of her age, and less eager for intercourse with her fellow-beings.

That in which she is interested she learns quickly. When she had been only a month at our school, Miss Fletcher began to teach her to write the square hand. As an introductory lesson, she showed her the embossed letters she was to imitate. In half an hour Edith learned the entire alphabet, so that, on placing her finger upon one of the raised characters, she could promptly make the corresponding manual letter.

she entered the school.

Edith came to the kindergarten (her for the first time in the horse-car) She appeared active and bright, w
cheeks. Her hands were loaded wi
basket and her little bag. I sat by l
to make her acquaintance, knowing
under my care. Her mother acco
arriving at the kindergarten, she was
and assisted in putting away her lit
which she showed the greatest fondne
taken to the schoolroom and introduced
and the children, who were engaged in
At this time Edith seemed only a hei
full of strength and force. She had
any language except that of natural sig

The first attempt at teaching her th
used by the deaf and dumb was made
who labored for some time before mee
cess. Edith's interest was excited for
direction to model a ball and a mug in
of these objects had been selected as th
had been again an

mug or ball to the teacher when the latter spelled the name ; but it was two weeks before Edith voluntarily made the letters with her own fingers, though there is no doubt that she already understood what was expected of her. The restraint of regular occupation, even for half an hour, she violently resisted.

On the 16th of October, Miss Lilian M. Fletcher began work as a special teacher. Hours of regular occupation were arranged for Edith, and she entered upon a course of systematic instruction. Her obstinacy now became evident, and the various interruptions to her progress have been due to this trait and to her overflowing spirit of fun and frolic, rather than to any dulness of apprehension. While she has a most affectionate and lovable disposition, her frequent fits of ill-temper and her passion for fun lead her to play many mischievous pranks with the children, so that it is unsafe to leave her alone even for a moment. There is never a lack of ingenuity or cleverness in carrying out her little plans. Her movements are free, her fingers very deft, and she excels the other children in the handiwork required of them. She runs faster than they do ; she takes more stitches in a given time, and with greater nicety ; and she is usually the leader in their sports. The children are fond of Edith, and are always ready to excuse her misconduct, although they would not be guilty of like behavior. "Poor little Edith," they say ; "she cannot talk."

In the diary kept by Miss Fletcher, her progress has been recorded with great care ; and I find, under date of October 21, —

A great victory has been won ; for, while patient hands have been trying, without success, to make Edith form letters

for herself, today, after three and a half hours of toil, I succeeded in making her form the word *mug* herself.

October 28. I have not allowed Edith to have anything to drink at table until she spelled *mug*. This noon, to my surprise, for the first time of her own accord, she spelled *mug*.

The word *hat* was taught her in the same way. She was obliged to ask for the article before she could go out to play. It was the same with the word *boot*. If the child did not appear at the breakfast table, we inferred that she was detained in bed until she asked for her boots by the finger alphabet. About this time Edith's mother called, and gave her a toy watch, which pleased the child so much, that she immediately made signs to her teacher that she wished to give it a name. She learned to spell *watch* in five minutes, and never forgot it afterwards.

Under date of October 28 we find this entry:—

Edith was very naughty, and we did but little work.

October 29. Edith was better natured today.

November 1. I have been obliged to keep Edith in bed for a punishment.

November 10. I am glad to find Edith a strictly honest child. She never touches that which does not belong to her.

An incident which happened before Edith entered the kindergarten corroborates this opinion. One day the child entered a room, which she did not know was occupied. Approaching a table, she found thereon some candy. This was a great temptation. She took it up, evidently longing to taste it; but she resisted the temptation, and put it down. Then she continued her search about the room. Finding a lady lying upon the

bed, she returned to the table, took the candy, and carried it to her.

November 11. Edith wove her first mat today. Her fits of high temper are not so frequent or violent as formerly.

November 12. Edith did good work. She spelled all the words she has learned.

November 14. Edith takes an active part in the kindergarten games, which she thoroughly enjoys. She now goes into the gymnastic class for one hour each day with the other children.

November 15. Edith sewed her first card in ten minutes, making no mistake. The same card took some of the children an hour.

November 16. Edith did her first paper-folding in the class today.

On November 17 Edith began learning the square handwriting, the first step being to feel of the letters in raised print, and thus become familiar with their shape before attempting to write them. Miss Fletcher says:—

She surprised me by learning it very quickly. At first she tried to twist her fingers to look like the letters in the book, but soon gave it up. I can place her finger on any letter, and she will make the corresponding letter in the manual alphabet.

November 21. Today we start on our new plan of study.

This plan, as substantially carried out during the winter months, was as follows: From 9 to 10 A. M., learning words; 10 to 11, play; 11 to 12, stringing beads, or some kindergarten occupation; 12 to 1, gymnastics; 2 to 3, play; 3 to 4, kindergarten instruction.

understands perfectly.

December 15. Edith has been little sick girl, giving her watch to herself with.

December 22. Edith attended the
of Laura Bridgeman's fiftieth anniversary
Institute. She behaved very nicely.

December 23. I found Edith on
the closet, whither she had climbed.

On Christmas morning Edith examined the record says: —

The first expression on her face seemed to be one of surprise, — showing neither surprise nor disappointment. She took it down the length of the stocking. Finding from where it hung, and carried it to her side. In the stocking she found a doll, and her joy was great. She patted first the doll, then herself, to ask if she liked it. She then spelled *hat*, and showed me a little cap with bright ribbons. She commenced putting nuts, in great excitement, but, finding that she could not get them out again, grasped the stocking by the toe, held it over the fire, and secured the contents. She then took the packages she had before touched, and examined them.

Watching her on the ~

"I saw the hid beginnings when chaos and order strove,
And I can date the morning prime,— the purple flaming of love,"

—of love, and desire for growth and improvement. The child's nature was at last awake, and her progress since that time has been most commendable. She exhibits quickness of perception and understanding, and is in every way a promising child. It is delightful to observe the change that has taken place in her countenance and manner, and to contrast her appearance and behavior of a year ago with that which she now exhibits. Then we often felt we might be doing the child injustice, because we had no means by which to express our wishes or to interpret her desires. Now, not only is her pleasure heightened, but our relations are becoming more intimate, and each day brings with it satisfactory results.

In the elementary instruction, which Edith has received, great care has been taken to insure thoroughness, and to avoid all subjects, which might prove bewildering, choosing only those, a knowledge of which would serve as a useful basis for future advancement. We feel certain that the advantages of the kindergarten system, as applied in this case, will be made apparent in Edith's later years. She has now a vocabulary of about four hundred words, and her knowledge of language has been principally acquired through the use of objects. Miss Johnson considers her as fitted to receive such object lessons as are given to the other children, and says:—

Now that the number of words known to Edith is so much increased, the effort is being made to have her go over the ground covered by the other children. She has lately been examining the second kindergarten gift, consisting of a wooden ball, cube and cylinder. These are chosen as being the foun-

further advanced in her knowledge of language, having a natural gift in that direction, which has been developed by the constant attention of a private teacher for nineteen months; while Edith's instruction covers a period of only nine months. The following letters, which were exchanged between these children, are here produced in *fac-simile*, and illustrate the difference of their attainments in the English language:—

S. Boston, Mass., Oct. 29th
My dear little Edith,
I have been
to school this morning and
I am very happy because
I love to go to school with
little blind girls. Is your face
quite well now? do you like
to play with twenty-seven
little blind children at the
kindergarten? When you
are a tall lady will you
come to Alabama to see
me? I love you very dearly
because you are a good

sweet and precious little
child. My teacher sends
much love and many
kisses to you.

Adieu

Helen A. Keller.

Dear Helen:
Teacher and Edith
go to see Dr. Jack
Teacher and Edith go to
George Man game
Edith ball and kettle
Teacher put long
ribbon on Edith's
hair.
Edith made girl a
velvet hood.
Edith's face is well.
Good bye,
Edith,

A woman's language

sturdy, self-reliant, independent
advancement in the one direction
excels, nevertheless, in
moral nature and a strength
if wisely guided in their development
of a noble womanhood.

THE PROPOSED

"I mean,
We waste our lights in vain, lit

The interest lately revived in
the blind, which was held in]
fifty-five years ago, and the results
achieved by the girls of the Peabody
their bazaar for the kindergarten
schoolhouse on Washington's
have called forth frequent suggestions
friends of the cause, in regard to
experiment in behalf of the blind.
The matter has been frequently dis-

newspapers last February, giving some "Recollections of the Fair of 1833,"—in which she was one of the principal actors,—and urging "Its Example for 1888."

In view of all these facts and appeals, as well as of the necessities of the new kindergarten, strenuous efforts were put forth to effect a suitable organization, and place the enterprise under its control; and the public at large were earnestly requested, at the close of the commencement exercises last June, to come to our assistance. The prospect of success in inducing some experienced persons to take a leading part in the movement, and marshal our forces, seemed then to be very hopeful; but I regret to say, that thus far there has been no satisfactory progress made in this direction, and, as a consequence, we are compelled to postpone the execution of our plans.

This delay is very unfortunate, and a real "waste of our lights." The field is ready for operations, numerous laborers are waiting for the summons, the signs of the times are very auspicious, and the prospect of adding a good sum of money to the scanty funds of the kindergarten is very promising. All that is needed to bring the project to a favorable issue is a small band of earnest and public-spirited women willing to take hold of the affair and put it through.

Can it be possible, that, in a city renowned for its philanthropy and teeming with benevolent

...ing the sharp song of the m
sightless children, and 'in o
road of usefulness and happi

ANOTHER BUILDING IMPEI

"One step at a time and then
We reach the grandest height;
One stroke at a time, earth,
Will slowly come to light."

The new and commodious so carefully planned and well convenient and beautiful,—itself educating power to those who instruction and training,—has adapted to its purposes. It is ternal arrangements, and afford for all the necessary exercises although it was dedicated to the dergarten only one year and a crowded to its utmost capacity vacant bed in it, while a number dren, who are eagerly seeking,

sary that a second building, similar to the first one in size and architectural style, should be erected without delay. The new edifice will be very helpful in many essential ways, and will contribute vastly to the extension of the benefits of the kindergarten and to the improvement of its work.

First. It will enable us to receive all suitable candidates for admission at the earliest possible age, and by appropriate training enhance the value of some of the best years of their lives.

Second. It will supply the necessary means not only for classifying the pupils carefully according to the individual requirements of each case, but also for retaining them under the genial influences of the kindergarten, by enlarging the scope of its system of rational education, so that the latter will cover a much more extended period of time than is possible with our present limited accommodations. The following charming words of Richter give a perfect idea of the lasting effect, which such a prolongation has upon the character of children: "The longer the morning dew remains hanging in the blossoms of the flowers, the more beautiful the day."

Third. It will render it possible for us to carry out our original plan, and allow a small number of seeing little boys and girls residing in the neighborhood to participate in the daily exercises of the kindergarten, and associate with our tiny pupils both in the schoolrooms and on the

... generous individuals to be disposed to devote a portion of their means to the alleviation of the woes of humanity, and to unite their means of the several buildings, which have been erected to the cause of the education

It is confidently hoped, that the benevolence will begin to flow strongly in aid of the kindergarten, which is laboring second to none in the country in its importance and in far-reaching results.

A MUNIFICENT GIFT

"Nichts halb zu thun ist edler als das Ehrliche"

Since the financial year of 1887-88 was closed and the annual account was presented, the very liberal and encouraging gift of \$38,000 towards the endowment of the school was received from Miss Helen C. Smith, who had previously given \$2,000 to the school.



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words, that "to do nothing by halves is the way of noble souls." It was unquestionably born of pure philanthropy, and will ever be known as the BRADLEE FUND, thus indissolubly linking the name of the donor, as well as that of her honored family, with the history of the kindergarten. We hail it both as a manifestation of profound interest in the cause of the education of the blind and as a pledge for better times.

"*Auspicium melioris aevi.*"

Would that I could put into words our sense of obligation to Miss Bradlee for such a bounteous gift! Milton's phrase,

"The debt immense of endless gratitude,"

embodies the essence of our feelings and gives expression to our sentiments. The sightless children not only of the present, but of countless future generations, to whom the munificence of their benefactress will render accessible the advantages afforded by the kindergarten,

"Shall cry to heaven and pull a blessing on her."

Such deeds of benefaction as that of Miss Bradlee remain forever with their bestowers. They are inscribed on the tablets of eternity in letters of gold; and, whenever we have the pleasure of putting them on record, we feel, indeed, that hope is erecting its altar upon the ashes of despair.

In summing up the review
we have good reason to be
kindergarten has thus far ac-
for its present excellent cond-

With some anxieties and 1
and yet with undaunted con-
we commit this beneficent
sympathy and fostering ca-
humanity. We anticipate fo-
and a grand success. We
that the time is not far dista-
group of commodious buildin-
its premises, dotting its 1
beautiful structures. The ent-
infancy, to be sure; yet, look-
and contemplating its pros-
mate benefit which it is dest-
hundreds of sightless childr-
come, we are inclined to
“What destinies the little b-



REPORT OF THE MATRON.

To Mr. M. ANAGNOS, *Director.*

SIR: — I have the pleasure to submit the second annual report of the kindergarten for the blind.

The whole number of pupils under instruction during the past year has been twenty-nine, of whom twelve were girls and seventeen boys. One of the former has been transferred to the girls' department of the Perkins Institution, and one death has occurred among the boys.

Ernest Worden entered the kindergarten April 12. He was attacked with scarlatina on the thirteenth of May, and was removed immediately to the city hospital, where he died May 23, 1888, at the age of six years. Ernest was at the kindergarten for one month only, and he ever seemed

“A cherub
Who had lost his way,
And wandered hither. So his stay
With us was short;
He did but float a little way,
And, putting to the shore,
While yet 'twas early day,
Went calmly on his way,
To dwell with us no more.”

With this exception, the generally good, and a marked improvement in appearance and condition of all that is visible. This fact is especially to be remembered that children of this feeble organization and inferior physique are disposed to mental and bodily ine-

The arduous work of the teachers is gently and patiently performed. A development of any individual pupil in the kindergarten during the past sixteen years has been carried out according to the principle that the child's education, which has been carried on, is to develop the child's natural growth, and so stimulate his perception and application. Continued observation has shown that the system pursued in the ordinary kindergarten is the same system of education that Mrs. Johnson, who has been connected with the first, says, of her own work :—

The primary object of a kindergarten teacher of children under her charge, is to encourage the natural activity of mind and body.



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They are afraid to move about alone ; they are physically undeveloped, and their senses are dulled by inaction. It becomes, therefore, our first object to awaken their activity ; and no system of education can be better fitted for this purpose than that of Froebel. It is with thankful hearts that we note the change that has come over so many of the children in this particular, during our first year's work. The apathetic have become interested ; the powers of observation have been quickened, the fingers, which were becoming stiff and awkward from lack of use, are now comparatively nimble, and the children move about with ease and without fear. Much of the physical freedom acquired by them is due to the playing of kindergarten games. Children, previously afraid to run, forget their fears in imitating the flying of a bird, in personating a cat running after a mouse, or a horse trotting briskly home from a visit to the blacksmith ; and, when they once realize the delight of rapid motions, they begin at once to use them in their free play. The games have also proved most useful in the training of the other senses, which must be used to their fullest extent in order to make up for the loss of sight. The increased mental alacrity of the children has been as remarkable as their bodily activity. Those who at first appeared to have neither desire nor capacity for learning, are now not only ready, but eager, for instruction, and have gratified their teachers by their intelligent application of the knowledge they have gained. Their delight in the study of elementary science, as used in the kindergarten, and the minute distinctions noted by themselves in the examination of objects, have been often remarked by visitors. A noticeable improvement in the use of language has been one of the great gains of the year, and in an advanced class tolerable ease in reading and in the use of simple numbers has been acquired by a few of the pupils.

Instances might be given to show the extremes of inefficiency and inactivity, and the marked improvement

... feature of the instruction, under the direction of Mr. H. W. Broughton. The children are, almost without exception, interested in the words of the kindergarten hymns which are taught in the schoolroom; and they are interested in the character, in harmony with the laws of nature. The little boys and girls are interested with an understanding and much interest, and are amenable to them and their teacher. They realize that vast improvement is possible, and the whole class receives daily lesson in music. Four of the children have received instruction in the pianoforte.

Dr. H. W. Broughton, the able teacher, has not limited his services to professional students. He has acknowledged, with much pleasure and interest, and the interest which he has shown in the welfare of every child.

The members of the ladies visiting committee have made frequent visits to the kindergarten, and have encouraged the work by their personal sympathy. To them, and to all who have contributed in the remotest degree to the success of the school during the year, we are profoundly grateful.

before them, yet they must enter upon it sadly crippled by an infirmity, the greatness of which they, fortunately, cannot realize. When we compare our opportunities with their limitations, the good we desire to do seems immeasurable.

Respectfully submitted by

ISABEL GREELEY,

Matron.

GIVEN BY THE LADIES VISITING
KINDERGARTEN FOR T

MONDAY, MAY 7, 1

In order to encourage a more full participation in the work of the kindergarten, and to secure the sympathy and coöperation of those who are interested in promoting philanthropic enterprises, the visiting committee decided to hold a reception open for inspection the entire premises.

The committee accordingly issued an invitation for Monday, May 7, at 3 P.M., and a number of ladies and gentlemen visited the schoolroom. They were received by the ladies of the committee, who showed them the freedom of the house; and they spent in looking about the building, and in examining the various arrangements for the health, happiness and education of the children. In the schoolroom the girls sat at their little tables or desks, their fingers being busily employed in the work of the kindergarten. ~

tive centre was a small apartment opposite the girls' schoolroom, where little Edith Thomas sat with her teacher. Edith was busily engaged in paper-folding, and made a soldier's cap and other designs very skilfully. She also wrote with pencil in the square hand so generally used by the blind.

After nearly an hour had been thus spent, the pupils were allowed a recess, during which the guests were invited to the hall in the fourth story of the building. The children entered a little later and took their seats near the platform, and Dr. Eliot, as president, opened the exercises with the following words : —

President ELIOT. Ladies and gentlemen : — The exercises for which you have been asked to mount these stairs and come up so high are now about to begin. They will consist partly of musical performances, most of them by the children of the kindergarten, and partly of brief addresses to be made by the friends of the kindergarten, whom you will, I am sure, all be glad to hear. The first thing on our programme is a clarinet solo, by C. Wilbur Basford of the Perkins Institution.

The solo by Mr. Basford was finely executed, and called forth hearty applause, after which two songs were sung by the children of the kindergarten, which gave great pleasure to the audience.

President ELIOT. I will now ask the three friends, who are to make brief addresses to you, to speak one after the other without any form of compliment or introduction on my part. The first one is the Rev. Francis G. Peabody of Harvard College.

As Prof. Peabody came forward, one of the little boys inquired, in a voice loud enough to be heard by all pres-

ADDRESS BY REV. FRANC

What a strange thing it is that it
that would seem to have been pa
turned, by one little voice, into an occ
joy! This is the sense of contrast,
come here. What could be more at
we have just heard, about "the merry
ing in the west;" yet what could be
laugh, which followed it! I suppose
trast so much as I. For I happen to
of the tumultuous life of vigorous y
find myself in the midst of these pecu
senses of life, which seem at first so dist
its vocations, each its beautiful resour
and its risks. On the one hand lie the
hood, with all its passions and its ser
see in my daily work this great troop a
to their duties, it seems as if the univ
portunities and with all its multiform
their feet. And then I turn to these
little lives, apparently without resources
yet in reality with many beautiful resou
of their own. On the one hand is a my
on the other hand is a possibility of
nities. And, strangely enough,

When little things are taken away from us, it is apt to make us peevish and selfish and unready for the world; but when that is taken away, which seems irremediable, tremendous, then, strangely enough, as the whole history of the life of the blind is showing us, there seems to enter a new tranquillity and peace and hope, not to say a new vivacity and joy.

The history of the education of the blind is very strange, because it is so short. It seems amazing that only fifty-five years ago all these methods and appliances and all this philanthropy and devotion, which are so conspicuous among us now, were almost unknown. I happened the other day to fall in with a little biography, which some of you may have seen,—the life of Elizabeth Gilbert, stricken blind in infancy, and giving her life to the consecrated task of helping those who were blind with her. It was dreadful to learn that when blindness first came upon her there was among even her sympathetic and Christian friends hardly any other view of it than that it was a visitation of God, not to be mitigated, not to be relieved, but to be patiently borne; so that, even among religious friends, the prayer that seemed most often uttered for her was not that she might be made useful or happy, but that her Heavenly Father would take her away from the world, in which she had been placed. Fortunately for her and for the education of the blind, her parents were of other minds, and they reared her in precisely the same method and under precisely the same discipline, which they gave to their other children; and very early in her life, as in so many lives akin to hers, a sense of power, of the absence of limitation, began to take possession of her. She talked of seeing in that pathetic fashion which the blind so often use. She told her mother she "went to see the Duchess of Kent come into London; and, mamma," she said, "she had on a brown dress." So beautiful, so touching can be a life that seems to be thus limited and hemmed in! It seems as though resources were

serve the methods pursued there
blind; and I will confess to you
robust, broad-shouldered young men
about them, I, for my part, am more
by studying the impression, which
young men; to see the look of some
view, the sense of the mystery of life
faces, as they see the happiness, the
those who seem to have had taken
thing that can be desired. This
ethics, which I wish others could share
as though these lives, as Wordsworth
about in worlds not realized;" seeing
looking upon things, as the apostle said,
seen." And sometimes it almost makes
blindness, as we call it, is not rather
lute term. Perhaps we who seem to
myriad of things, to thoughts and to
upon us from every side. We know
and notes so high and so low that
that there are colors so keen and so
see them; that there are forces bearing
time, of which we hardly dream. Just
revelation of the time, one of those
electricity, has been let in upon our
us and heating ---

that perhaps we, too, in our way, have our limitations upon our happiness and attainment, just such as might seem to be put upon the resources of the blind, and that we are all unaware of the beauty and mystery of the real life in which we live?

The history of the training of the blind passes from this first impression of the sacrilege of tampering with this visitation of God to other phases of public opinion. Succeeding the sense of sacrilege came the sense of waste. This is the purely economic view of human life. Let us save those who are able to save themselves. Let us give play to the struggle for existence. Let us accept the survival of the fittest. Under this last law we see institutions established, which seek to serve those people who can serve the state in their turn, whose lives shall seem to be worth preserving; but we see no trace of any such institution as we see today. And even today political economy like this still prevails among us, and there is still this sense of wastefulness in helping those who cannot help themselves. "Let the idiot," as once a high official said, "sit in the sun." Let the blind grope their way. What little education they can get, let them get it for themselves. To such a view of life, how monstrous, how futile, how wasteful such an institution as this appears! When a man like Dr. Howe gives his fulness of manhood to the redeeming of one soul out of the bondage of an infirmity of the senses into light and peace, what a waste of vigorous manhood, from such an economic stand-point, it must seem to be! When a person like Jesus of Nazareth yields up his life in early manhood upon the cross, what a waste of manly, not to say divine, power it is! He might have lived. He might have done a greater work. Why did he throw himself away?

There is no answer to such questions until we pass out of all this evil economic region into the life and power of the Christian thought of human life. Christianity through all its history has meant not alone reverence for that, which is awful and

... we have one n
or alone. It gathers them all in
their oppression, out of their frag
Bible truly calls "one family," t
and it believes that when any m
members are the weaker for it; a
weakest, is made stronger, then it
of the whole.

And so it comes to this,—that in
beauty and pathos, which we find
practical fruits of the Christian idea
of them often as quite apart from the
Christian life ; we think we find our
and our morality here ; but it is not
whole of outward nature today i
through its roots and its leaves, for t
which are to follow, just so surely th
and straining of Christianity finds it
in a home like this. I can imagine
back into this modern world with
which once possessed him, the sense
of the life of man ; and I can i
myriad ways, in which honor and pr
name ; and I think I can see him pas
form of worship, as though he would
will say unto me, 'Lord. Lord ' and

stranger and ye took me in ; " and then the humble priests of this temple will say, " Lord, when saw we thee a stranger and took thee in ? " and the Master will answer, " inasmuch as ye have done it unto the least of these, ye have done it unto me . "

President ELIOT. Mrs. Kate Gannett Wells will now address us.

ADDRESS OF MRS. KATE GANNETT WELLS.

Of course we have a great many reasons for being thankful that we can all be here today, but I want to single out three reasons, which appear to me as special causes for rejoicing in this kindergarten. The first is, because it gives amusement to the children, and amusement in a child's life is worth all it costs. But it is not merely amusement, it is *organized* amusement; and in this sense kindergartens are institutions, which have been developed within the last few years. And yet I do not like to say that, because the true kindergarten spirit is the true mother spirit. I am sure that Eve herself must have been the first representative kindergartener, and that she allowed her little boys, Cain and Abel, to have trilobites for playthings. Perhaps she allowed them to pull the hairs from the mane of some antediluvian animal, which they braided into dishes, weaving in handles made out of the whalebone taken from some monstrous whale that came near the garden. I have no doubt that that was the way they made the dishes, which held the fruit of Eden. So I do not like to say that the kindergarten only belongs to the nineteenth century; and yet at the same time I gain courage to say it, when I think of a year of my own life passed in sightlessness, when my only amusement was found in playing with the dissected maps, which my friends sent me from time to time. I was told that the Atlantic coast of the United States was very much indented, and that I could realize it by playing with those maps and tracing the outlines, especially of Massachusetts Bay. I supposed, until I was eleven years old, that that bay consisted



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of right-angled indentations, because my dissected maps had nothing but right angles, which could be put together and united. I imagine that would not happen today. You know how much geography can be learned by these children now.

Secondly, I rejoice in the erection of this building, because it will teach careful thinking; for the kindergarten method of instruction has as its basis careful thinking. One at times is almost inclined to think that it matters but little what one thinks, provided one thinks clearly and strongly. Nothing is more conducive to clear habits of thought in adult life than right habits of thought in the kindergarten period. This habit of clear thinking is something that is not born with eyes, or even with ears; it is a process of the spirit. And this recalls a little story of a white child who asked a black boy how he dared to pray to God and to look up into God's eyes. The little black boy replied, "I do not pray into God's eyes, I only pray into God's ears." As that child found a justification for his prayer, so will these little midgets who are gathered here today find a justification, not only for their prayers, but for all their methods and ways of thinking in this kindergarten, because what they are learning is the processes of the spirit; and the processes of the spirit (for logic is a thing of the spirit as well as a thing of the understanding) are under the guardianship of the Lord, whose protection we all need.

As I stand here, I remember being in a southern church on an occasion when its people were endeavoring to raise a large subscription in order to repair the building. Among the mottoes, which were conspicuous in various parts of the church, was this sentence, "put your trust in the Lord; all others strictly cash." It amused me very much at the time, but I have not thought of it for years until this moment. So it is, perhaps, that the founders of this kindergarten building have done. They have put their trust in the Lord, that he will send the means to train and benefit these children; and then they have turned to us, and some have responded very liberally;

but we have not done half that is necessary. Certainly very much money must be needed to carry forward this good work.

Thirdly, I rejoice for the principle of motherhood, which this kindergarten brings into the lives of these children. There is nothing harder to bear than to be unmothered. Whether one is an adult or a child, to go through life without any mother seems hard. I take it that every kindergartener is a mother in spirit long before she is a mother in the training of children. She must have the motherly instinct developed before she can take the curriculum under Miss Garland or Miss Elizabeth Peabody. This kindergarten is going to supply to these children the motherly influence, which otherwise they would lack. The old proverb says, "an ounce of mother is better than a pound of college." But I want to translate it differently, and say that an ounce of kindergarten literature is better than a pound of "Seaside" or "Franklin" library. Let us do all we can to supply this school with that literature, and not confine the students to reading the same old story over and over again. The best thing about this kindergarten training, next to the logical faculty which it develops, is the power of enjoyment that it creates. It is cruel to teach a child how to read from raised letters, and then not to supply him with all the reading, which he desires, and which is necessary to make this institution a complete success. So let us resolve that we will have an abundance of kindergarten reading here, to increase the mother influence, which women are going to throw around these little children.

President ELIOT. I will now ask you to listen to the Hon. George S. Hale.

ADDRESS OF THE HON. GEORGE S. HALE.

It is a delightful and most gratifying recollection to those of us, who are proud of and interested in Massachusetts and her good deeds, that Massachusetts was the first community

"On darkling man in
And cheer the clouded

Massachusetts was the leader
sister states have followed her exa
the first of those eight or ten that
turned from darkness to light.
tion now, that Massachusetts is
and improve that work by such a
not say to supplement it, but to
it; for I cannot but think that t
that this is even a more importan
Certainly we all feel that educatio
young than for the old; that it is
who are beginning, than for tho
their lives. I know it is the first
those who have lost their vision :
enjoyment of it can be better and
to live without it; that the remem
seen comes back to them and a
knowledge acquired by that sense
Laura Bridgman or Edith Thom
faltering steps and slow," for ye
readily and more successfully to a
tainly it would be audacious to de

over the treacherous ice with unhesitating speed; who "caught the Speaker's eye" in the House of Parliament; who was a professor of political economy, and died postmaster general of the British Empire. I was exceedingly struck with the remark of his biographer, when speaking of his misfortune and of the difficulties, which pursued him from his blindness,—that "he lost his sight too late." I think a moment's reflection will bring to your minds what was meant. The senses, which had been left, as it were, sleeping, with the greater resources of the eye, could not be trained to that delicate, rapid and successful independent action when the calamity came to him later in life. These little children have not "lost their sight too late." There is still left for them the opportunity of training one or another sense the more effectively to supplant the lost one. And I could not help but think of this when Mr. Anagnos spoke to me of that wonderful child in Alabama, who seems in the remarkable development of her faculties to have experienced no such loss, and told me of her being able to carry on a double intellectual process,—not an easy thing for you or me to do. I could not help wondering whether there might not be in that case, as Leslie Stephen said of Fawcett, a something in her not losing her faculty of sight too late, which made those faculties which remained more useful and effective. Fawcett had a maxim, which he constantly urged upon his fellow-sufferers and upon his sympathizers. He used to say to the one, "do not make any difference because you are blind; live and act and work as if you could see." And, to those who expressed their sympathy, he said, "do not patronize us, do not pity us; help us to be independent, and to live as if we were not blind." And now it has seemed to me, in thinking of these little children and of this school, that the education, which comes thus early in life, is far better adapted to promote that independence, and to enable them to act, as Fawcett urged upon the blind to act, as if they were not

they can live, therefore, if they are
are and will be here, more indepen-
unconscious of their limitations, and t
felt was the greatest advantage for n

Fawcett's friends, as a memorial
scholarship for the blind at Cambrid-
dream; but I should like to see a ki
established at Cambridge for Mr. A
today,—the money is wanted today
but why should it not be? One of m
lege life is that of a classmate, a pup
I see named in some of your publicati
Smith. I remember him as if it were but
as plainly as I see you, in the recitation
Beck read to him a Latin sentence, t
with its English translation. I do not
have a kindergarten scholarship for the
institution. And how shall we do it?
you may have been looking upon these
suppose possibly you may have wished
hands upon their eyes and look up to l
say, "Ephphatha!" that is to say, "be
possibly have said to yourselves, "what
I could do this!" and yet you can do
diamond which these poor children ca

ADDRESS OF SAMUEL ELIOT, LL.D.

This would end the exercises of this afternoon, if our friends who have spoken to us had appreciated their opportunities as fully as one connected with the kindergarten, as a member of the corporation of the Perkins Institution and Massachusetts School for the Blind, is obliged to do. I mean that from our side, from the inside view of this work, we have a certain sense of responsibility, which forces us to continually press upon those who gather in any numbers to hear the cause of the kindergarten and these children pleaded, the absolute, imperative necessity to work that the kindergarten may be sustained. All the generous sympathies that can be given us from the outside are as welcome as the dew to the dry ground; but we want more than sympathy, we want more than golden words, however golden they may be; for, unless this great community, which is never asked in vain to help what is really good in it,—unless this great community, of which there is but a handful gathered here this afternoon, appreciates the necessity, the absolute, imperative necessity of coming to the support of this institution, it will be but a little while before the institution must be closed, and the good work which has been begun here must be stopped, at least for a time. Such a possibility as this, of course, we cannot imagine. We cannot believe for a moment, that Boston or Massachusetts or the United States of America or humanity will allow this enterprise to languish for the want of money. But it is necessary for us to speak of this want, and to lay such emphasis upon it as may be decorous and fitting in the presence of our friends. This reception this afternoon is altogether the work of the ladies of the visiting committee. The trustees of the school have had nothing to do with it, so far as I know, although some of them are here. They are glad to respond to such a generous and fruitful effort on the part of the ladies who visit the kindergarten from time to time; but every trustee and every member of the corporation and every

fourth part of the endowment, which enterprise on its present simple and than one hundred thousand dollars wi which we need for the most carefu trust. Twenty-five thousand dollars subscribed. I hope that every one c will go away so persuaded of the val suaded of the inestimable good, not gathered in this institution, but to the midst of which the children are gather to the whole community, that she will r occurs within her reach to bring in ne new contributions to support us. I beneficent cause, I cannot imagine any truly called the teaching of the Christis goes out from these walls day by day at one who knows what is going on withi face to face with a need so evident regarding the necessity and the boun it. Here there are no doubts, economic sibly be raised; here there are no dis means enter in; here we are of one ; and, in the presence of these sightless anxious for the opportunity to do then the cause which they represent. So, m



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let them bring back that sweet and simple unity, which charity alone can bring, and which is the truest reflection on earth of the unity of heaven. But remember, I beseech you,—those who have the power to help us,—remember that we need your help, and that it is for these children that we ask it, for the God who has made these children that we ask it; and we are sure we shall not ask in vain.

Another song was then sung by the children, after which Mr. Lemuel Titus of the Perkins Institution favored the company with a song, very finely and effectively sung, which closed the exercises.

Among the pleasant duties incident to our annual meeting is that of expressing our heartfelt thanks and acknowledgments to the following artists, proprietors, managers, editors and publishers, for their various musical entertainments, for opportunities of reading, and for an excellent supply of books, minerals and specimens of various kinds.

As I have said in previous reports, the Boston Musical Association is a source of pleasure and happiness to its members, and a valuable means of æsthetic culture, of mental stimulus and improvement. There is no community in the world, whether in Europe or America, which can boast of such a large number of musical organizations, or of such a high standard of musical attainments as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Performances.

To Mr. Eugene Tompkins, proprietor of the Boston Theatre, for his great and continued obligations for a season, above fifty in number to fifteen operas.

To Mr. Henry Lee Higginson, for his services in connection with two performances of Mozart's Requiem, Wagner concert and forty to the second, and for his services to the Young People's Orchestral Concert.

To the Boylston Club, through its secretary, Mr. F. H. Ratcliffe, for eight tickets to each of five concerts.

To the Cecilia, through its secretary, Mr. Edward Pelham Dodd, for an average of twelve tickets to each of four concerts.

To Mrs. Thomas O. Richardson, for four tickets to one Cecilia concert.

To the Euterpe Society, through its president, Mr. Arthur Foote, for six tickets to each of four concerts. By mail, from an unknown friend in Paris, France, two tickets to three Euterpe concerts.

To Mr. Carl Faelten, for fifteen tickets to each of four pianoforte recitals.

To Mr. E. B. Perry, for twenty-six tickets to two pianoforte lecture recitals.

To Messrs. M. Steinert and Sons, for eighteen tickets to Prof. Karl Klindworth's pianoforte recital, and for eighteen tickets to Madame Dory Burmeister Petersen's pianoforte recital.

To Manager Dittman, for ninety-six tickets to one Tua concert.

To Mr. Charles A. Ellis, for twenty-six tickets to one Hasstreiter Powell concert.

To Mr. William H. Sherwood, for nineteen tickets to each of three concerts.

To Mr. Ernst Perabo, for six tickets to a soirée.

To Monsieur and Madame Albert Pegout, for four tickets to one pianoforte recital.

To Dr. F. J. Campbell, for seventy-five tickets to Mr. Alfred Hollins's pianoforte recital.

To Mr. Thomas P. Currier, for six tickets to a concert by Miss Annie Fisher and Mr. Charles F. Webber.

To Mr. Charles F. Webber, for thirty tickets to one concert.

To Mr. Julius Eichberg, for twenty-five tickets to one violin recital.

tainments given before that society.

*II. — Acknowledgments for Concerts,
given in our Ha*

For a series of recitals, concerts a time to time in the music hall of the indebted to the following artists :—

To Mrs. William H. Sherwood, for o

To Mr. George J. Parker, assisted violinist, Mrs. E. Humphrey Allen, vc Parkhurst, accompanist, for one concert

To Mr. George J. Parker, assisted by vocalist, and Mr. Phippen, pianist, for same, assisted by Dr. and Mrs. Fer Florence Meins, reader, for one concert.

To Mrs. Freeman Cobb, accompanist, May Bates, vocalist, Mrs. Willis, reader Miss O'Brien, pianist, for one concert.

To Mrs. Cora Morse, pianist, assist vocalist, for one concert.

To Miss Edith Abell, assisted by her p

To the Gypsey Hungarian Band, for o

To Mr. Charles A. Clark, pianist, ass Osgood, violinist, for one concert.

To Mr. Herbert A. Thaver, assisted h

III.—Acknowledgments for Books, Specimens, etc.

For various books, specimens, etc., we are indebted to the following friends :—

To Miss Amy Lowell, Mr. Jesse T. Morey, Mr. William B. Perry, and the Society for Providing Evangelical Religious Literature for the Blind.

IV.—Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers, continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest :—

The N. E. Journal of Education,	.	.	<i>Boston, Mass.</i>
The Atlantic,	.	.	" "
Boston Home Journal,	.	.	" "
Youth's Companion,	.	.	" "
Our Dumb Animals, 2 copies,	.	.	" "
The Christian,	.	.	" "
The Christian Register,	.	.	" "
The Musical Record,	.	.	" "
The Musical Herald,	.	.	" "
The Folio,	.	.	" "
Littell's Living Age,	.	.	" "
Unitarian Review,	.	.	" "
The Watchman,	.	.	" "
Zion's Herald,	.	.	" "
The Missionary Herald,	.	.	" "
The Well-Spring,	.	.	" "
The Salem Register,	.	.	<i>Salem, Mass.</i>
The Century,	.	.	<i>New York, N.Y.</i>
St. Nicholas,	.	.	" "
The Journal of Speculative Philosophy,	.	"	" "

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—* **La Jeune France**, a French monthly,

I desire again to render the most感激
all our pupils, to the kind friends who
bered them. The seeds which the
attentions have sown have fallen on rich
soil, and will bear fruit in after years;
of these delightful and instructive occa-
sions we will be retained through life.

EDWARD JACKSON, TREASURER, in account with the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
for the Year ending Sept. 30, 1888.

RECEIPTS.	EXPENDITURES.
Balance on hand Oct. 1, 1887,	\$3,028 47
Income from Invested funds,	
State of Massachusetts,	\$25,033 94
" of New Hampshire,	30,000 00
" of Rhode Island,	2,175 00
" of Maine,	5,525 00
" of Connecticut,	4,000 00
" of Vermont,	5,075 00
Legacy from Miss Ann Schofield,	3,300 00
Gift by Joseph Schofield,	2,000 00
General fund, condition,	2,250 00
" " received from M. Angnes,	2,80 00
General fund, received from M. Angnes, unexpended	5,607 21
balance of auditor's drafts,	
Kindergarten fund —	
State of New Hampshire,	1,000 00
" of Rhode Island,	300 00
" of Maine,	900 00
Donations,	33,370 08
Rents,	738 34
Unexpended balance of auditor's drafts,	213 76
Printing fund, donations,	2,600 00
" " sale of books,	1,060 24
" " unexpended balance of auditor's drafts,	276 68
<i>Invested Funds.</i>	
Collected, mortgage, Newbury street,	15,000 00
" South Boston Railroad note,	7,500 00
Sold, 5 Chicago Milwaukee & St. Paul Railroad bonds,	5,617 50
" 7 Kansas City, Clinton & Springfield bonds,	6,901 25
Boston & Providence R. R. divided,	975 00
	160,463 80
	\$163,492 27

EDWARD JACKSON, Treasurer.

Examined Oct. 10, 1888, and found correct,
A. T. FROTHINGHAM, *{* Auditors.
GEO. L. LOVETT,

ENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS
BLIND, FOR THE YEAR ENDING SEPT. 30, 1886.

INCOME.		EXPENSES.	
annual appropriation,		\$30,000 00	
Kindergarten,	\$4,000	4,000 00	Paid by the Treasurer: Collecting check, Balch & Backman, legal services, Insurance, 10 Hayward place, Interest on mortgage, 10 Hayward place, Rent or sale, Clerk hire,
phire, Kindergarten,	\$2,175	4,800 00	
nd., Kindergarten,	1,900	3,175 00	
		3,200 00	
	\$5,526		
	300		
		5,825 00	
tals,		5,075 00	
		710 64	
			\$32,585 64
obitions,			1,900 00
			62 65
			45 16
			0.60 42

	INVESTMENTS.		
From dividends, Fitchburg Railroad,	\$200 00	Estate, 10 Hayward place,	
" Chicago, Burlington & Quincy R.R.,	600 00	Cash balance Oct. 1, 1888,	
" Eastern Railroad,	186 00		
" rents, 11 Oxford street,	1,066 00		
" South Boston,	3,333 30		
" 10 Hayward place,	4,769 67		
" work department, men's shop,	3,333 30		
" sale of books in embossed print,	8,461 36		
" rents, Jamaica Plain,	2,536 40		
	1,060 24		
	758 34		
	\$32,314 73		
II.—RECEIPTS, EXCLUSIVE OF INCOME.			
Legacy, Miss Ann Schofield, general account,	\$2,000 00		
Gift, Mr. Joseph Schofield, general account,	2,250 00		
Donations,	90 90		
" Printing account, Mrs. A. A. Lawrence,	2,000 00		
" Miss Rhoades,	100 00		
Legacy, John Pickett,	600 00		
Donations, Kindergarten,	33,870 08		
	40,800 08		
III.—COLLECTIONS AND SALE OF STOCKS.			
Collected mortgag, Newbury street,	\$15,000 00		
" South Boston Railroad note,	7,500 00		
Sold 5 Chicago, Milwaukee & St. Paul Railroad bonds,	5,617 50		
" 7 Kansas City, Chicago & Springfield Railroad bonds,	6,301 25		
Boston & Providence Railroad extra dividend,	975 00		
	35,983 76		
Cash balance Oct. 1, 1887,	\$3,028 47		
Unexpended balances Oct. 1, 1888,	1,385 24		
	4,388 71		
	\$163,492 27		
	\$163,492 27		

Meat, 27,837 pounds,	.
Fish, 4,289 pounds,	.
Butter, 5,948 pounds,	.
Rice, sago, etc.,	.
Bread, flour and meal,	.
Potatoes and other vegetables,	.
Fruit,	.
Milk, 30,358 quarts,	.
Sugar, 6,915 pounds,	.
Tea and coffee, 715 pounds,	.
Groceries,	.
Gas and oil,	.
Coal and wood,	.
Sundry articles of consumption,	.
Wages and domestic service,	.
Salaries, superintendence and in	.
Outside aid,	.
Medicine and medical aid,	.
Furniture and bedding,	.
Clothing and mending,	.
Stable,	.
Musical instruments,	.
Boys' shop,	.
Books and stationery,	.
Construction and repairs.	.

PRINTING FUND STATEMENT, Oct. 1, 1888.

<i>Receipts.</i>		<i>Expenses.</i>	
Income of invested funds,	\$5,427 00	Labor,	.
Sale of books in embossed print,	1,060 24	Stock,	.
Donations,	2,100 00	Electrotyping,	.
Legacy,	500 00	Binding,	.
	\$9,087 24	Type,	.
		Machinery, repairs, etc.,	.
		Books,	.
		Balance, .	.
	\$9,087 24	389 81	\$1,842 55
		4,323 84	486 86
		4,768 90	659 27
			796 90
			18 74
			131 72
			869 81
			4,323 84
			4,768 90
			\$9,087 24

KINDERGARTEN FUND STATEMENT, Oct. 1, 1888.

<i>Receipts.</i>		<i>Expenses.</i>	
Board and tuition, State of Maine,	\$600 00	Maintenance,	.
Board and tuition, State of New Hampshire,	1,000 00	Grading,	.
Board and tuition, State of Rhode Island,	300 00	Insurance and repairs on houses let, .	.
	\$1,900 00	Balance, .	.
		33,870 08	\$7,645 64
		788 84	1,937 50
		793 00	934 98
		6,364 80	10 12
			38,148 10
Donations,			.
Rents,			.
Interest,			.
Cash on hand Oct. 1, 1887,			.
			\$18,666 22

STAT

Amount due Perkins Institutio
Amount of receipts over expen

Cash received during the year,
Salaries and wages paid to blind
Salaries and wages paid to seeing
Amount paid for stock, rent and

Stock on hand Oct. 1, 1887,
Stock on hand Oct. 1, 1888, \$3,
Receivable bills, 2,

Gain,

The following account exhibits the state of the property as entered upon the books of the institution Sept. 30, 1888:—

<i>Real Estate yielding Income.</i>		
House 11 Oxford street,	\$6,000 00	
Building 10 Hayward place,	42,000 00	
Three houses on Fifth street,	9,900 00	
Two brick houses on Fourth street,	15,500 00	
House 537 Fourth street,	4,800 00	
Four houses on Fourth street, \$21,200 00		
Less mortgages,	7,000 00	
	14,200 00	
Three houses on Day and Perkins streets, Jamaica Plain,	8,000 00	
		\$100,400 00
<i>Real Estate used by the Institution.</i>		
Real estate used for school purposes, South Boston,		246,277 00
Real estate used for school purposes, Jamaica Plain,		65,419 00
Unimproved land, South Boston,		9,975 00
<i>Mortgage Notes,</i>		182,000 00
<i>Railroad Stock.</i>		
Boston & Providence Railroad, 30 shares, value,	\$5,790 00	
Fitchburg Railroad, preferred, 70 shares, value,	6,622 20	
Chicago, Burlington & Quincy Railroad, 100 shares, value,	13,708 04	
Chicago, Burlington & Northern Rail- road, 3 shares, value,	235 50	
Eastern Railroad, preferred, 31 shares, value,	3,938 96	
		30,294 70
<i>Railroad Bonds.</i>		
Eastern Railroad, 1 6% bond, value, Boston & Lowell Railroad, 1 5% bond, value,	\$1,270 00	
Chicago, Burlington & Quincy Railroad, 27 4s, value,	1,000 00	
Chicago, Burlington & Northern Rail- road, 14 5s, value,	26,190 00	
Ottawa & Burlington Railroad, 5 6s, value, Kansas City, St. Joseph & Council Bluffs Railroad, 5 7s, value,	14,416 88	
St. Paul, Minnesota & Manitoba Railroad, 10 4s, value,	5,500 00	
Kansas City, Gulf Division, 10 5s, value, Kansas City, Clinton & Springfield Rail- road, 3 5s, value,	6,375 00	
St. Paul, Minnesota & Manitoba Railroad, 10 4s, value,	8,800 00	
Kansas City, Clinton & Springfield Rail- road, 3 5s, value,	9,987 50	
	3,051 25	
		76,590 63
<i>Amount carried forward,</i>		\$710,956 33

Coal, South Boston,
Coal, Jamaica Plain,

Work Department.
Stock and bills,

Musical Department.
One large organ,
Four small organs,
Forty-seven pianos,
Brass instruments,
Violins,
Musical library,

Printing Department.
Stock and machinery,
Books,
Stereotype plates,

School furniture and apparatus,
Library of books in common type,
Library of books in embossed type,

Boys' shop,
Stable and tools,

The foregoing property represents the following funds and balances, and is answerable for the same:—

<i>Institution Funds.</i>			
General fund of the institution,	\$158,041 43		
Harris fund,	80,000 00		
Richard Perkins fund,	20,000 00		
		\$258,041 43	
Cash in the treasury,		4,158 42	
<i>Printing Fund.</i>			
Capital,	\$102,500 00		
Surplus for building purposes,	20,743 90		
		123,243 90	
<i>Kindergarten Fund.</i>			
Cash in the treasury,		33,148 10	
Buildings, unimproved real estate, and personal property in use for the institution at South Boston,		341,952 13	
Land, buildings and personal property in use in the kindergarten at Jamaica Plain,		78,695 50	
		\$839,239 48	
Total amount of property belonging to the kindergarten,		\$111,843 60	
Total amount of property belonging to the institution proper,		727,395 88	
		\$839,239 48	

BOSTON, OCT. 1

RECEIPTS.

Donations,	\$33,870
Board and tuition,	1,900
Rents,	738
Interest,	793 (
Cash on hand Oct. 1, 1887,	

EXPENSES.

Maintenance,	\$7,645 64
Grading,	1,937 50
Insurance and repairs on houses let,	934 98
Due on contract for grading,	
Balance of endowment fund,	

* Since the above account was made up for the
encouraging contribution of \$38,000 towards the
been received from Miss Helen C. Bradlee, who
the same object.

KINDERGARTEN ENDOWMENT FUND.

LIST OF CONTRIBUTORS

From Sept. 30, 1887, to Oct. 1, 1888.

<i>Amount acknowledged in the last annual report,</i>	<i>\$2,896 96</i>
A. B.,	50 00
A., Mrs. E.,	50 00
A., M. O.,	1 00
A friend,	500 00
A friend,	50 00
A friend,	50 00
A friend,	20 00
A friend,	20 00
A friend,	10 00
A friend,	5 00
A friend,	5 00
A friend,	2 00
A friend,	1 00
A friend from New York,	100 00
A friend of the little blind children,	500 00
A friend of the little blind children,	400 00
A friend of the little blind children, additional, .	200 00
A lady,	3 00
A lady from New York,	1 00
A sympathizer,	30 00
A young lady,	1 00
An interested friend,	1,000 00
An old lady,	10 00
An old lady,	20 00
<i>Amount carried forward,</i>	<i>\$5,925 96</i>

Amory, Mrs. William,	.	.	.	.	.
Appleton, Mrs. William, fifth contribution	.	.	.	.	.
Appleton, Mrs. William, sixth contributio	.	.	.	.	.
Bacon, Mrs. E. P.,	.	.	.	.	.
Baker, Mrs. William E.,	.	.	.	.	.
Balfour, Miss Mary D.,	.	.	.	.	.
Barstow, D. H.,	.	.	.	.	.
Bartlett, Miss,	.	.	.	.	.
Bartlett, Miss F.,	.	.	.	.	.
Beebe, E. Pierson,	.	.	.	.	.
Beebe, J. Arthur,	.	.	.	.	.
Beebe, Mrs. J. Arthur,	.	.	.	.	.
Blake, Mrs. Sara P. Lowell,	.	.	.	.	.
Blight, John,	.	.	.	.	.
Bradlee, Miss Helen C., second contribution,	.	.	.	.	.
Bradlee, Miss Helen C., third contribution,	.	.	.	.	.
Brewer, Cyrus, Jr.,	.	.	.	.	.
Brewer, Rosamond,	.	.	.	.	.
Brigham, W. I., South Framingham,	.	.	.	.	.
Brooke, Rev. Stopford W.,	.	.	.	.	.
Brooks, Mrs. Louise, fifth contribution, from of "Heidi,"	.	.	.	.	.
Burnham, William A.,	.	.	.	.	.
Bumstead, Mrs. Freeman, Cambridge,	.	.	.	.	.
Butterfield,	.	.	.	.	.
Carey, Mrs.	.	.	.	.	.

<i>Amount brought forward,</i>	. . . . .	\$12,818 66
Cash,		5 00
Cash,		1 54
Center, Joseph H., fourth contribution,	. . . . .	25 00
Chadwick, Mrs. C. C., third contribution,	. . . . .	50 00
Charles, Mrs. Mary C., third contribution,	. . . . .	30 00
Cheever, Miss A. M., second contribution,	. . . . .	10 00
Children of Cottage Place Kindergarten, No. 2, third contribution,		50
Children's entertainments at Mrs. J. Arthur Beebe's,	. . . . .	471 00
Children's fair at Mr. George Irvin's, by Nannie Irvin, Jessie Barclay, Florence Vose, Helen Foster and Gertrude Child,		180 00
Children's fair at the residence of Mrs. J. H. Wolcott,	. . . . .	347 63
Children of New Ipswich, N. H.,		2 00
Children of Mrs. C. C. Voorhees's Kindergarten, Cambridgeport,		7 00
Children of Mrs. C. C. Voorhees's Kindergarten, Cambridgeport, second contribution,		5 00
Clarke, Mrs. James Freeman, second contribution,	. . . . .	20 00
Class in Shepard Memorial Church, Cambridge, Miss A. E. Hilton's,		5 11
Concert in Roxbury, through Miss Bessie Childs, .		55 00
Coolidge, Mrs. J. Templeman, fourth contribution,	. . . . .	200 00
Coolidge, Mrs. J. Templeman, fifth contribution, .		500 00
Coolidge, Mrs. J. T., Jr.,		10 00
Coulter, Mrs. John T., Clinton,		5 00
Crocker, Mrs. U. H., second contribution,		25 00
Cummings, Mrs. C. A.,		5 00
Cushing, E. J.,		2 00
D., M. M., fourth contribution,		25 00
Deblois, Stephen G., second contribution,		25 00
Devens, Rev. S. A.,		25 00
<i>Amount carried forward,</i>	. . . . .	\$14,350 44

E., H. M.,
Easter collection,
Eliot, Dr. Samuel, third contribution, .
Endicott, Miss Mary E., Beverly, .
Endicott, William, Jr., second contribution
Entertainment at Mrs. J. W. Howe's, .
Estate of M. W., second contribution, .
F., S., second contribution,
F., S. E.,
F., S. E., second contribution, . . .
Fair held at Call mansion by Marion C.
 Gertrude Velasco,
Fair by Bertha Ferguson and Edith Spencer,
Fair by the Richards children, Gardiner, Ma.
Fair by Miss Sampson's school, Charlestown
 contribution,
Fairbanks, Miss C. L.,
Farnam, Mrs. A. S., New Haven, Conn.,
 contribution,
Fay, Miss S. M., second contribution, .
Field, Mrs. E. E. F., Milton, second contribu
Field, Mrs. Nancy M., Monson, third contril
First Congregational Unitarian Church, Nev
 ford, fourth contribution,
Fiske, J. N., second contribuition

<i>Amount brought forward,</i>	\$18,448 55
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Friends in Haverhill, through Mrs. Joel Butler,	16 00
From Roxbury,	10 00
Frothingham, Miss Ellen,	25 00
Frothingham, O. B., second contribution,	.	.	.	.	50 00
Glover, Miss Augusta,	.	.	.	.	25 00
Glover, Miss Caroline L.,	.	.	.	.	25 00
Glover, Joseph B., third contribution,	.	.	.	.	100 00
Goodman, J.,	.	.	.	.	10 00
Goodnow, Mrs. Lucie M., Cambridge,	.	.	.	.	25 00
Goodwin, Miss A. M., Cambridge,	.	.	.	.	25 00
Guild, Mrs. S. E., third contribution,	.	.	.	.	25 00
H., C. G.,	.	.	.	.	5 00
H., E.,	.	.	.	.	5 00
H. H., first contribution,	.	.	.	.	2 00
Hale, George S.,	.	.	.	.	10 00
Hall, Mrs. Martin L., second contribution,	.	.	.	.	25 00
Head, Charles,	.	.	.	.	100 00
Hedge, Rev. F. H., D.D.,	.	.	.	.	10 00
Higginson, George,	.	.	.	.	1,000 00
Higginson, Waldo,	.	.	.	.	10 00
Hill, Mrs. S. A.,	.	.	.	.	2 00
Holmes, Mrs. E. J., second contribution,	.	.	.	.	25 00
Howard, Mrs. A. C.,	.	.	.	.	2 00
Howard, Miss Mary and Lily,	.	.	.	.	21 00
Howland, Mrs. Zenas C., Charlestown,	.	.	.	.	20 00
Hunnewell, F. W., third contribution,	.	.	.	.	50 00
Hutchins, Mrs. Constantine F., second contribution,	.	.	.	.	5 00
Iasigi, Miss Mary V.,	.	.	.	.	10 00
Inches, Mrs. J. C.,	.	.	.	.	20 00
In His Name,	.	.	.	.	1 00
J., M. J.,	.	.	.	.	2 00
Jackson, Mrs. J. B. S., fifth contribution,	30 00

<i>Amount carried forward,</i>	\$20,139 55
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McKee, Mrs. John., second contribution
Melville, Mrs. S. C., East Cambridge
Melville, Mrs. S. C., East Cambridge, in full 100.
Kindergarten School, Riverpoint, R. tribution.
Kindergarten, Warrenton Chapel, su- tion.
Kindergarten, Misses Chamberlain Cambridgeport.
Kindergarten, Miss Perkins's, Amher- stitution.
Kindergarten, Miss Small's, second con- tribution.
Kindergarten, Miss Wiltze's, second con- tribution.
Kramer, Henry C.,
Langley, E. J., second contribution.
Lockwood, Rhodes,
Lodge, Mrs. Anna C., second contribu- tion.
Longfellow, Miss A. M., Cambridge.
Loring, Mrs. W. Caleb, second contri- bution.
Lowe, Mr. and Mrs. A. W., Clinton, tribution,
Lowe, Miss Alice M., Clinton.
Lowell, Miss A. C., third contribution
Lowell, Miss Amy,

225

<i>Amount brought forward,</i>	. . . . .	\$21,246 84
Lyman, Theodore,	. . . . .	100 00
Mackay, Mrs. Francis M., Cambridge, second con-	tribution,	100 00
Marrett, Miss Helen M., second contribution,	. .	10 00
Marrett's, Miss M. E., Sunday-school class, Cam-	bridge, second contribution,	10 00
Marshall children,		3 41
Mason, Miss E. F., second contribution,	. . . . .	500 00
Mason, Miss Ida M., fourth contribution,	. . . . .	1,000 00
Masters, G. M.,		5 00
McKim, Miss Alice, New York,	. . . . .	10 00
Merriam, Mrs. Caroline,	. . . . .	25 00
Merriam, Charles, second contribution,	. . . . .	25 00
Meyer, Mrs. George von L.,		50 00
Minot, Mrs. C. H.,		10 00
Minot, J. Grafton,	. . . . .	15 00
Minot, The Misses,	. . . . .	25 00
Minot, William,		50 00
Montgomery, William, fifth contribution,	. . . . .	25 00
Montgomery, William, sixth contribution,	. . . . .	25 00
Morse, Miss Margaret F.,		200 00
Motley, Edward,		25 00
Motley, Edward, second contribution,	. . . . .	100 00
Newtonville, for permanent fund,	. . . . .	1,000 00
Norcross, Miss Laura, fourth contribution,	. . . . .	25 00
Norcross, Mrs. Otis, Jr., third contribution,	. . . . .	10 00
Ober, Louis P.,		25 00
Osgood, Miss,	. . . . .	5 00
Parker, Mrs. Edward,	. . . . .	15 00
Parker, R. T., second contribution,	. . . . .	25 00
Parkinson, John,		100 00
Parkinson, Mrs. John, third contribution,	. . . . .	25 00
<i>Amount carried forward,</i>	. . . . .	\$24,790 25

Phillips, Mrs. John C., Jr., second contribution
Phillips, Mrs. John C., Jr., third contribution
Pilkering, Mrs. Edward, second contribution
Pickman, Mrs. D. L.,
Pierson, Mrs. Mary E., Windsor,
 tribution,
Pillsbury, A. E.,
Proceeds of entertainments held
 pupils of Perkins Institution,
Proceeds of concert at Jamaica [redacted]
 Perkins Institution,
Proceeds of fair, Clarksville, Iowa
 F. Cameron,
Proceeds of fair at Chauncy Hall [redacted]
Proceeds of fair by Carrie M. and
 gery and Elinor Swan, and
 Scotch Plains, N. J.,
Proceeds of entertainment under
 the Harvard Unitarian Church, C [redacted]
Proceeds of concert by Miss Mattie
 associates,
Rantoul, Miss H. L., Beverly,
Reynolds, Miss Amy H.,
Reynolds, W. H., second contributio
Reynolds, W. H., third contributio
 n

Amount brought forward, \$27,164 90

Richardson, W. L., M.D.,	50 00
Rogers, Henry M., second contribution,	20 00
Rogers, Mrs. William B.,	50 00
Rotch, Mrs. Benjamin S., fifth contribution,	1,000 00
S.,	20 00
Sabine, Mary K.,	5 00
Salem Young Women's Christian Temperance Union,	3 00
Saltonstall, Mrs. W. G.,	25 00
Schlesinger, B., second contribution,	20 00
Science Class friend,	5 00
Sears, F. R.,	200 00
Sears, Mrs. K. W., second contribution,	25 00
Sears, Mrs. P. H., second contribution,	100 00
Shattuck, Mrs. George C.,	10 00
Shepard, Mrs. T. P., Providence,	200 00
Sherwood's, Mrs. John, reading,	332 74
Shuman, Lizzie Frank, Shelbyville, Tenn.,	1 60
Silsbee, Mrs. M. C. D.,	25 00
Simpkins, Mrs. John, Jamaica Plain,	25 00
Spaulding, Mahlon D. and John P.,	2,000 00
Sunday-school of First Church, Boston, third con- tribution,	111 98
Sunday-school of First Parish, Dorchester,	25 00
Swan, Mrs. Robert, fifth contribution,	20 00
Talbot, Mrs. Isabella W., North Billerica,	50 00
Tappan, D. D., second contribution,	1 00
Tappan, Miss Mary A., second contribution,	25 00
Thayer, Mrs.,	1,000 00
The Cheerful Givers, First Congregationalist Church, Eau Claire, Wis.,	5 00
Third Class, primary school, Groton street,	1 55
Thorndike, Mrs. J. H., fifth contribution,	100 00
<i>Amount carried forward,</i>	<hr/> \$32,621 77

Triebel, Miss Matilde, New York, .
Tuck, C.,
Turner, Minnie M., Randolph (de
tional, in memoriam,
Two friends from Bridgewater, .
Unitarian Sunday-school at Beverly,
tion,
Unitarian Sunday-school at Dedham,
bution,
V., Mrs. A. B., Hyde Park, second contr
W., E.,
W., M.,
W., S. H.,
Wainwright, Miss R. P.,
Wales, George W., fourth contribution
Wales, Miss Mary Anne, fifth contrib
Wales, Miss Mary Anne, sixth contrib
Ware, Mrs. C. E., third contribution,
Ware, Miss M. L., third contribution,
Warren, Mrs. J. Sullivan, second cont
Washburn, Rev. A. F., second contrib
Waters, Edwin F.,
Waters, Mrs. Elizabeth F., . . .
Watson, Miss E. S., Weymouth, .
Webster, Mrs. John G..

<i>Amount brought forward,</i>	. . . . .	\$34,705 04
Wells, Mrs. E. S.,	. . . . .	20 00
Wheelwright, J. W.,	. . . . .	100 00
Wright, C. J., Cambridge, second contribution,	. .	20 00
Whitehead, Miss Mary, Everett, second contribu-		
tion, . . . . .	. . . . .	100 00
Whitney, Edward, Belmont, . . . . .	. . . . .	100 00
Whitney, Edward, Belmont, second contribution,	. .	500 00
Whitney, Miss Eunice, . . . . .	. . . . .	10 00
Whitney, Miss Sarah A., . . . . .	. . . . .	25 00
Whittemore, Miss E. M., . . . . .	. . . . .	5 00
Whitwell, Miss S. L., . . . . .	. . . . .	25 00
Wigglesworth, Miss Ann, fifth contribntion, . .	. .	100 00
Wilbur, Mrs. Sallie G., Acushnet, second contribu-		
tion, . . . . .	. . . . .	5 00
Winslow, Miss Helen M., . . . . .	. . . . .	1 00
Wolcott, Roger, . . . . .	. . . . .	50 00
Woods, Henry, . . . . .	. . . . .	500 00
Young, Mrs. B. L., third contribution, . . . . .	. . . . .	50 00
Young Ladies of Lasell Seminary, . . . . .	. . . . .	25 00
Young People's Club of the Unitarian Church,		
First Parish, Duxbury, through Mrs. Thomas		
Alden, . . . . .	. . . . .	50 00
		<hr/>
		\$36,391 04

ANNUAL SUBSCRIPTIONS FOR CURRENT EXPENSES.

A lady in Cambridge, . . . . .	. . . . .	\$5 00
Baker, Mrs. Richard, Jr., . . . . .	. . . . .	50 00
Callender, Mrs. Henry, . . . . .	. . . . .	5 00
Cary, Miss E. G., . . . . .	. . . . .	10 00
Cary, Mrs. W. F., . . . . .	. . . . .	20 00
		<hr/>
<i>Amount carried forward,</i>	. . . . .	\$90 00

..., Duxbury, Mass., Duxbury.

Lowell, Miss Lucy,	. . . .
Marvin, Mrs. E. C.,	. . . .
Peters, E. D.,	. . . .
Richardson, Dr. William L.,	.
Sargent, Mrs. Amelia J.,	.
Thorndike, Mrs. J. H.,	.
Wainwright, Miss R. P.,	.

All contributors to the fund are requested to sign their names in the above list, and to report either to M. ANAGNOS, or to the Secretary, No. 178 Devonshire street, M. ANAGNOS, South Boston, any which they may find in it.

The kindergarten has been in operation since September 1st. Twenty-seven children have been admitted. Contributions will be received as fast as they are supplied. Five thousand dollars were received during the year, which should be sufficient to maintain a permanent fund of one hundred thousand dollars. From the above list, about one-third of the amount received thus far has been received from the parents of the children.



LIST OF EMBOSSED BOOKS,

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.

TITLE OF BOOK.	No. of Volumes	Price per Set.
Book of Psalms,	1	\$3 00
New Testament,	8	7 50
Book of Common Prayer,	1	3 00
Baxter's Call,	1	2 50
Hymns for the Blind,	1	2 00
Pilgrim's Progress,	1	3 00
Natural Theology,	1	4 00
Selections from the Works of Swedenborg,	1	-
Biographical Sketches of Distinguished Persons,	1	3 00
Biographical Sketch of George Eliot,	1	.25
Memoir of Dr. Samuel G. Howe,	1	3 00
Howe's Cyclopædia,	8	32 00
Combe's Constitution of Man,	1	4 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
"Life and her Children," or a Reader of Natural History,	1	3 00
Philosophy of Natural History,	1	3 00
Geometrical Diagrams,	1	1 00
Wentworth's Grammar-school Arithmetic,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Higginson's Young Folks' History of the United States,	1	3 50
Constitution of the United States,	1	.40
Dickens's Child's History of England,	2	6 00
Freeman's History of Europe,	1	2 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
Washington and his Country (first volume),	1	3 00
Washington and his Country (second and third volumes in press),	-	-
Guyot's Geography,	1	3 00
Scribner's Geographical Reader,	1	2 50
American Prose,	2	6 00
Most Celebrated Diamonds, by Julia R. Anagnos,	1	.50
Dickens's Christmas Carol, with extracts from Pickwick,	1	3 00
Dickens's David Copperfield,	5	15 00
Dickens's Old Curiosity Shop,	3	12 00
Emerson's Essays,	1	3 00
Extracts from British and American Literature,	2	5 00
George Eliot's Silas Marner,	1	3 50
Goldsmith's Vicar of Wakefield,	1	3 00
Hawthorne's Scarlet Letter,	2	5 00
Hawthorne's Tanglewood Tales,	2	4 00
Scott's Quentin Durward,	2	6 00

The Descent of Man,	.
The Last Days of Pompeii, by Edward Bulwer's Poems,	.
Byron's Hebrew Melodies, and Other Poetry of Byron, selected by Matthew Holmes's Poems,	.
Longfellow's Evangeline,	.
Longfellow's Evangeline, and other poems,	.
Longfellow's Hiawatha,	.
Lowell's Poems,	.
Milton's Paradise Lost,	.
Pope's Essay on Man, and other poems,	.
Scott's Lay of the Last Minstrel, and Shakespeare's Hamlet and Julius Caesar,	.
Shakespeare's King Henry Fifth,	.
Shakespeare's Romeo and Juliet,	.
Tennyson's In Memoriam, and other poems,	.
Whittier's Poems,	.
Longfellow's Birthday, by Julia R. Ainsworth,	.
Commemoration Ode, by H. W. Stratton,	.

JUVENILE BOOKS.

Script and point alphabet sheets, per hundred	.
An Eclectic Primer,	.
Child's First Book,	.
Child's Second Book,	.
Child's Third Book,	.
Child's Fourth Book,	.
Child's Fifth Book,	.
Child's Sixth Book,	.
Child's Seventh Book,	.
Youth's Library, volume 1,	.
Youth's Library, volume 2,	.
Youth's Library, volume 3,	.
Youth's Library, volume 4,	.
Youth's Library, volume 5,	.
Youth's Library, volume 6,	.
Youth's Library, volume 7,	.
Youth's Library, volume 8,	.
Andersen's Stories and Tales,	.
Bible Stories,	.



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LIST OF EMBOSSED BOOKS—*Concluded.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
The Queen of the Pirate Isle,	1	\$0 40
The Story of a Short Life, by J. H. Ewing,	1	2 00
What Katy Did, by Susan Coolidge,	1	2 50
MUSIC.		
A few German Chorals of J. S. Bach,	1	50
Key to Braille's Musical Notation,	1	85
Arban's Method for the Cornet and Sax-Horn,	1	1 00
Bridal Rose Overture (in press),	—	—
Forty-five Hymn Tunes,	1	50
Opus 261, by Czerny,	1	1 00
Musical Characters used by the Seeing,	1	85
The Color-Guard March,	1	25
The Little Rose Waltz,	1	25
Twelfth Andante and Waltz, by Charles Bach,	1	10

N. B. The prices in the above list are set down per SET, not per volume.

MADE AT THE PERKINS INSTITUTION
SCHOOL FOR THE B

GEOGRAPHY.

I.—Wall Maps

1. The Hemispheres,
2. United States, Mexico and Canada,
3. North America,
4. South America,
5. Europe,
6. Asia,
7. Africa,
8. The World on Mercator's Projection,

Each, \$35; or the set,

II.—Dissected Map

1. Eastern Hemisphere,
2. Western Hemisphere,
3. North America,
4. United States,
5. South America,
6. Europe,
7. Asia,
8. Africa,



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"The New England Journal of Education" says, "They are very strong, present a fine, bright surface, and are an ornament to any school-room."

III.—Pin-Maps.

Cushions for pin-maps and diagrams, each, \$0 75

ARITHMETIC.

Ciphering-boards made of brass strips, nickel-plated, each, \$4 25
Ciphering-types, nickel-plated, per hundred, 1 00

WRITING.

Grooved writing-cards, each, \$0 05
Braille tablets, with metallic bed, " 1 50
Braille French tablets, with cloth bed, " 1 00
Braille new tablets, with cloth bed, " 1 00





APPENDIX.

Proceedings of the Commencement Exercises

or

**THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.**





COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL
FOR THE BLIND.

The commencement exercises were this year unavoidably deprived of two features of marked interest: firstly, because the departure of the somewhat large class who received diplomas in June, 1887, left the school so depleted that at the close of the present year there were no graduates in either the girls' or the boys' department; and, secondly, because the prevalence of scarlet fever at the kindergarten, in the month of May, forbade the appearance of the little children, lest their presence should endanger others. Thus, deprived of the assistance which might have been expected from the oldest and the youngest pupils, the intermediate classes were obliged to supply most of the material; and that it was satisfactorily done, was abundantly testified by the comments of the audience and those of the press. These deficiencies, too, were perhaps more than counterbalanced by the unexpected contribution to the interest of the occasion made by little Helen Keller, whose story has already become so widely known, and whose marvellous mental ability and general aptitude makes one forget the sympathy for her limitations in the wonder and admiration excited by her achievements.

SCHOOL FOR TH
INTERESTING ANNIVERSARY EXER
TREMONT TEMPE

The announcement of the anniversary exercises of the Perkins Institution for the Blind will be made at the Tremont Temple, the date being fixed at 3 p.m. Samuel Eliot, LL.D., has been engaged to speak, and he, with other speakers, will make the prominent feature of interest will be the kindergarten at Roxbury. This school, in order to commence the education of the blind, has just finished its first year of work, and is gratified to see the change, which a wise guidance has wrought in these pupils. The exercises of the literary department will consist of reading by touch; and also of the pupils of the school have shown such skill in recognizing maps, and quickness in recognizing the state and country. The musical department will present a quota of choice selections, and the gyn sexes will doubtless be among the principal attractions.

are required for the second balcony, to which the public is cordially invited.

The following notice, with programme, was sent to the friends and patrons of the institution :—

**PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL
FOR THE BLIND.**

BOSTON, May 16, 1888.

To the Friends and Patrons of the Institution.

The Commencement Exercises of this school will be held at Tremont Temple, on Thursday, June 7, at 3 p.m.

Samuel Eliot, LL.D., will preside; Rev. Wm. Elliot Griffis will give a brief address, and Rev. S. W. Brooke will speak on the kindergarten for little sightless children.

You are most cordially invited to honor the occasion with your presence.

The seats on the floor and in the first balcony of the Temple will be reserved for the choice of the members of the corporation and the friends and patrons of the institution, to whom this invitation is sent, until Saturday, May 26. Tickets are ready for delivery, and those who may be desirous of obtaining them are requested to send me a postal card indicating the number wished for. It will give me very great pleasure to forward them at once.

The seats will be reserved until three o'clock, punctually, when standing persons will be permitted to occupy all vacant places.

M. ANAGNOS.

PROGRAME.

PART I.

1. ORGAN — Fugue in E minor, *Back.*
CHRISTOPHER A. HOWLAND.

2. ADDRESS,
REV. WM. ELLIOT GRIFFIS.

3. BAND — Overture, "Le Chevalier Breton," *Herman.*

For Violin, Alto Horn
C. W. HOLMES, H. E. MOZEALOU

7. EXERCISE IN GEOGRAPHY (with
J. S. DAVIS, W. A. MESSER, AND

PART II.

1. GYMNASTICS AND MILITARY DRILL
2. CHORUS FOR FEMALE VOICES—
“To thee, O Country.”
3. THE KINDERGARTEN — “The Bee is a Friend to Man”
BY THE LITTLE CHILDREN OF THE
Remarks on the Kindergarten by DR.
REV. S. W. BROOK
4. SONG — “Queen of the Earth,” . . .
LEMUEL W. TITUS
5. EXERCISE IN SCIENCE.
(a) The Sponge.
(b) A Typical Plant.
BY A CLASS OF GIRLS
6. CHORUS — “May Song,” . . .

KINDERGARTEN

providing for the company of little boys and girls now gathered in it are still wanting, and will be wanting until an endowment of one hundred thousand dollars, the interest of which will meet all ordinary current expenses, is obtained.

A visit to the kindergarten and a glimpse at the brightness and joy to be seen there among these sightless children will do more than any words of ours to bring this enterprise before the hearts of our people.

We ask earnestly and confidently for contributions to the endowment fund. The treasurer *pro tem.*, P. T. JACKSON, Jr., 178 Devonshire street, will receive and acknowledge all sums, large or small, that may be sent to him.

Mrs. ELIZABETH C. AGASSIZ.	Mrs. JOHN L. GARDNER.
Miss ELIZABETH L. ANDREW.	Mrs. THOMAS MACK.
Mrs. WILLIAM APPLETON.	Mrs. ROBT. TREAT PAINE.
Mrs. JOHN ELLIOTT.	Miss EDITH ROTCH.
Miss CLARA T. ENDICOTT.	Mrs. NATHANIEL THAYER.
Miss SARAH B. FAY.	Mrs. ROGER WOLCOTT.

The applications for tickets were numerous, and continued for some time after the supply was exhausted. The weather was fine, and an eager crowd was in waiting when the doors were opened, at 2.30 P.M.; and when the exercises commenced, at 3 o'clock, the large hall was well filled. At the right of the organ were the boys, occupying all the seats on that side of the platform and some of the adjoining ones in the first balcony. On the left the girls were seated, among whom were recognized the familiar features of Laura Bridgman, and the less familiar but eagerly welcomed faces of Helen Keller and her teacher, Miss Sullivan. His Excellency Governor Ames, Dr. Eliot, Rev. E. E. Hale, Rev. W. E. Griffis, Rev. Stopford W. Brooke, with Messrs. Dwight, Glover, Heard,

....., a graduate of the cr
pursuing a post-graduate course.
stepped forward and addressed the

OPENING REMARKS BY PI

Friends of the blind and friends
tion :— This programme has already
formance on the organ, to which you
now proceed to carry through the other
as well as we are able.

I bid you all a most cordial welco
have before attended these commence
word from me to explain them ; and
heretofore been present will soon disco
they are, and will soon, we are confide
pathy, which always characterizes these
together in one common bond of deep f
opening address will be made by Rev.
for whom I now bespeak your respectfu

ADDRESS OF REV. WILLIAM EL

LADIES AND GENTLEMEN :— I was
this morning — " "

about. Many a time, in walking through the great thoroughfares, where are the dashing vehicles, and men driving their four-horse carriages or their "one-horse shay," when I have thought how rare it is that we find a sightless person groping his way around, I have compared the situation here with what I have so often seen in those eastern countries, with their great streams of humanity in the large cities as well as in the villages, where it is almost impossible to walk a hundred feet without seeing the sightless eyeballs of some one, who is feeling his way along with his cane, and who is blowing the shrill whistle, which gives out a most peculiar note, giving the passers-by to understand that he must have the right of way. The great majority of those who are without sight owe their calamity to disease; for we very rarely see, in the countries of the east, to which I more particularly refer, a child born blind, a child born deformed, or a child that in any way seems to have lost any of its members. Exactly what becomes of those children I do not pretend to say; but nearly all the blind people that we see are adults. And yet there are no blind asylums in those countries, where blindness is most frequent, especially in the tropical lands; and the poor sightless ones are obliged to shift for themselves as best they can. I have come here today to see the good work that has been wrought by an institution for the blind in their training, uplifting and humanizing. I believe it is good for us to be here, and to contrast our situation with the situation of some other nations, not to be self-conceited and pharisaical, but to be encouraged. And it is also good because I think that every boy and girl, especially, who attends here this afternoon and sits in the audience and sees what I know will be done here, will have a good seed implanted in his or her mind and heart, which may by-and-by bring forth good fruit. And of such a bringing forth I am going to tell you an instance, even although you may charge me with self-conceit and vanity. When I was a little boy, I went, as I

... skill, by persons utterly unable to see, w^t
childish imagination so that I never forgot t
wards, in going to another country, just c
turies of mediæval twilight, into the glor.
western civilization, I remember how my
all touched when I went among the th
Tokio and other large cities there, by s
proportion of the people were blind; larg
pox, but through a great many other causes
that after we had been successful in intro
education similar to what we have in our
had got it fairly well started among the pec
the next thing to be done was to help th

To be sure, we are not to consider that be
no eyes, no vision, he is therefore helpless.
once been surprised at seeing boys in Jap
playing marbles and various other games wit
skill as the sighted boys themselves. A
because of the chivalrous spirit of their
would give them a good chance to spin the
their own tops on the head, and they almo
mark. So that it often happened that in sp
playing with jackstraws, and in other boyish

the kite sings a tune from the time it starts on its aerial journey until it becomes a mere black speck in the sky. These blind boys, with their marvellous delicacy of touch and hearing, never seemed to have any difficulty in raising their kites, or had them catch in trees or on the top of a house, where, instead of a chimney, there is a tub full of water, with two brooms on top. They never appeared to lose their kites. They always knew just which way the wind was blowing, knew whether it was going to rain or not going to rain, and, in fact, were wise in all the prognostications that were necessary to successful kite-raising. So it seemed that it was not so very dreadful to be blind. You will find among those blind people many who are very shrewd, having, as we say, "a sharp eye for business;" and when they have accumulated a little money, they loan it to poor people who are impecunious, at a high rate of interest; and public sentiment protects these blind people from loss, so that they are actually wealthy men,—that is, comparatively speaking. So you see a man may be sightless, and yet be a man of considerable ability. It is not altogether a disadvantage to be under an infirmity as to any of the great senses. It may be an advantage, in a certain sense, to have your hearing and your other powers disproportionately enlarged. I remember, too, that some of the great men of the particular race to which we belong, Homer and Milton, for example, were blind, and yet that circumstance did not suffice to check the power of their genius, or its manifestation in song. I remember, also, that in the great Mahomedan world, among the millions and millions over whom Islam has power, very often it is a blind man who is selected because of his rich voice, and because, in climbing up to the top of the minarets above the houses and gardens, he will not see what is going on in the gardens below, and his whole thought can be concentrated in the call to prayer that goes out four times a day all over the Mahomedan world, and is the great protest against idolatry,—"There is no God but God!"

... concealing the blind. Why? Because man and let him dwell among his own become opinionated and narrow and dogmatical. That is why the Japanese artist, Hokusai, has a picture of men who are studying an elephant. One gets an idea of what it is; another one feels its texture; another gets an idea of what it is; another feels its smoothness; another gets an idea of what that is; another takes hold of its curious finger-like process, so marvelously delicate, and he gets an idea of what that feels like. He feels of his scanty hair and wrinkled hide. He gets an impression of the particular thing and begins to talk with each other about what an elephant is; and they keep up their debates. That may illustrate how people who dwell in one rut by themselves become narrow and dogmatical. It is when you keep the blind isolated; but if you put them with other people who have sight, put them with people who are so liable to drift when shut up alone. So I think these boys and girls and young people should have as clear ideas, as sound methods of thinking as possible, as free from narrowness and opinionatedness as possible.

sightless friends. As soon as I arrived out in the island of Japan, in 1870, remembering what I saw years before in the exhibition of the blind children in Philadelphia, to which I have referred, I spoke to prominent men connected with the department of education there, and told them that the blind people ought not to be left out of the system of public schools; and I was so fortunate as to interest in the cause that great scholar, who is known all over the country, Nakamura Masanawo (it is a long name, but it is a good one), and I showed him how the Japanese alphabet, with its forty-nine letters, lends itself, even more admirably than ours, to the work of making raised letters, so that paper could be printed from them, and the blind be able to read. And I am happy to say that today there are, in Japan, schools for the training and education of the blind, which have had a very hopeful beginning. Not only portions of their translated Bible, finished this very year, but of their own classical works, have been put into type, from which can be printed that which is read and enjoyed by the sightless children; while a new and efficient carrying out of the law of vaccination has already reduced the number of the blind by a very large and encouraging percentage.

So I may hope that among the boys and girls I see in this audience there will be some who, when they grow up to be men and women, will go out to the tropical countries of Africa and Asia, as well as of our own continent, to teach what they have learned today, and which I trust will be even better learned ten, fifteen, and twenty years hence, and who will spread abroad their knowledge and have it applied so that the sightless children of all the world shall be benefited; and from the institutions in our country will go out an influence that will bless the millions, who are prevented from seeing God's glorious colors, and from looking upon the human face. And so, friends, if you have no blind children in your own households or among your own relatives, to touch your hearts and keep

The brass band, composed of pupils, played Herman's overture, "Le Chevalier de Fortune," in a very acceptable manner; and a class were then examined in mental arithmetic. Miss Boylan, who gave them a variety of exercises, including multiplication of fractions, percentage, and other numbers. They responded with an enthusiasm that indicated a real enjoyment of these mental exercises. While, two girls, standing at small tables on the platform, were engaged in examining extracts, which were quite new to them and seemed to puzzle them in the least; for, at the exercise in arithmetic, Almira V. Bryant touched, "The Battle of the Birds," and was followed with a pretty poem about flowers, recited with good emphasis. While this was in progress, Helen Keller was standing at a third table, and Miss Sullivan; and she, too, was reading to her. The audience was interested and excited her, for her face was full of pleasure, and her frame quivered with delight. Finally, Helen came to read to the audience, with great interest.

esses of reception, transmission and expression of the ideas became almost simultaneous, and the effect to the listener was as if Miss Sullivan were reading slowly, but continuously, the little poem telling what the birds do. Helen's reading was accompanied by many graceful gestures illustrative of the story, and showing how heartily she entered into its spirit; as, when she read of the little birds flying, her left hand made an upward movement, beginning with a slightly spiral motion, which was lost as the hand rose to its highest. When she had finished her reading, with her teacher she tripped lightly back to her seat, her face fairly radiant with happiness.

Bach's first prelude, arranged as a trio by Gounod, was then performed by C. W. Holmes, who played the violin; Henry E. Mozealous, the alto horn; and H. W. Miles, the piano. It was well received by the audience, who watched with surprise the little fellow, who played the alto horn, wondering that he could manage so skilfully an instrument that looked almost as large as he.

The exercise in geography, with dissected maps, was listened to with that marked interest, which is always excited by the quickness with which these pupils recognize the outlines of any state or country of the world, picked up at random, and the readiness with which they will relate some facts — geographical, historical or miscellaneous — connected with the place in question. This exercise closed the first part of the programme.

Part II. opened with gymnastics and military drill. A class of sixteen boys, dressed in dark blue suits with red neckties, performed a series of dumb-bell exercises to the music of a piano, with great accuracy; and, as they were leaving the stage, a band of twelve girls, in cream-

..... for female voices, by
Thee, O Country!" came next on
was very acceptably rendered by the
department.

The kindergarten, having become
in the educational work of this insti-
regular place in the annual commenc-
lesson in modelling in clay had been
degree, representative of the results
training. Accordingly, some little ta-
along the front of the platform, at wh-
work in presence of the audience.
lesson was "The Bee and Its Work,"
been performed by the little children
ten proper in Jamaica Plain; but, as
their attendance, their places were fill-
the kindergarten class from the Sou-
Although Helen Keller had only bee-
a visitor at the institution, she had acc-
modelling, and she, too, was supple-
While the children were thus enga-
appeal for the kindergarten was made

community that the building was completed and furnished, and without a dollar of debt upon it. It was then made known, as it had already been made known before, that, in order to insure the permanent success and usefulness of the kindergarten, an endowment fund of at least one hundred thousand dollars was required. One thousand dollars was already subscribed when the public appeal was made from this place twelve months since, and through the months that have followed we have been constantly receiving generous gifts and subscriptions from those to whom the kindergarten has become more and more interesting and more and more precious. But we are far from having reached the amount which we desire; we are far from having completed the subscription, on which the permanence of the kindergarten depends; and I once more call upon these men and women who are here, I once more call upon the community to which they belong, to come to our assistance, to complete the endowment, to give us the sixty-seven thousand dollars which we still require for its completion, and without which this beautiful work of charity and of devotion is in danger. It can never be said that Boston or Massachusetts allows such a cause as this to languish; it can never be said that where a man or a woman has but a dollar to give, or where men and women have their hundreds and their thousands to give, sixty-seven thousand dollars can be asked for in vain. But, my friends, take up this cause in your arms, bear it in your hearts, and when you leave this Temple today, filled, as I trust, with the sympathy, which these children have excited, go home to do, yourselves, and to induce your neighbors and friends to do, what is in their and your power to sustain the kindergarten for little sightless children. God never gave us a greater opportunity to do good, and he will bless every effort that is made in his name to benefit his children. I know it is difficult to raise sixty-seven thousand dollars more. I know that the generous friends of the kindergarten have already given either

— she knew, — a woman big
and blessed with all the advantages which
could give her, — who resolved to leave h
her life and fortune to ministering to me
were suffering from that fearful disease,
her friends remonstrated with her, and to
was the task, which she was about to u
dangerous the risk she was running, he
“ where there is a call, everything is easy.
here, my friends; a call to sustain thi
complete the endowment, and to place thi
foundations that cannot be removed; and,
a call, everything, to such a people as ours,

I am sure I need say no more. I ple
material interests than for any other, as bec
the corporation; but I am to be followed
which will plead for higher interests tha
intellectual and moral interests, for the pers
are at stake in the lives of children, who a
men and women, all now trembling, as one
balance. The Rev. Mr. Brooke will plea
effectively than I have done.

ADDRESS.—

but few, I suppose, who are not acquainted with the objects of the kindergarten for the blind. Many of us no doubt visited it on the day of its dedication, and gathered together in that large upper room under the roof, where the children now play and work and sing and exercise. But, in case there should be any here who are not well acquainted with its workings, Mr. Anagnos has brought these children here before us, to show us what has been done for them,—to excite our interest in them, our compassion, our admiration. We see how he trains that marvellous sensitiveness of touch, for which the blind are so celebrated. We see how, through this modelling in clay, he cultivates in them that sense of form, which they can apply to the worlds of nature and of man, and thus see them through their imagination. And I am sure every one of us has resolved to do his individual best when he leaves this meeting to establish this kindergarten on a firm basis, to increase its power for good in the community. And, indeed, when we come to think of it, there is no institution, which appeals more strongly to all that is highest and best in us than an institution for blind children. It is not only because they are what we all love,—children, in their weakness and their ignorance, in their dependence upon us their elders; children, with their vast possibilities for future good or evil,—but it is also because the public sentiment, which is always in the long run true, is right when it asserts that there is no sense that we can afford less to do without than the sense of sight. For, great as is the loss in the equipment for the contest of life, which the deaf and dumb suffer, it is not so great as that of the blind. The deaf and dumb can, under their new system of teaching, converse with their fellow-men with comparative ease by observing their lips move; they can see also the world of nature without the necessity of imagining it, as these children must do; and therefore all the sciences, geology, chemistry, zoölogy,

in the contest of life, but not so
the blind. And yet I should be the
in a melancholy way of the blind;
here, there rises up before me the
man I once knew. He was the most
full of companions. He knew so mu
so much, he enjoyed life so much,
dull or despairing in his presence.
once, "did you see that beautiful st
and-so told me all about it. It m
extraordinary beauty." If we took a
country, where there were interesting
he would ask where he was, and the
of all that went to make that peculiari
vivid, so intense, in fact, was his
things, so keen his power of bringi
him through his imagination, that w
spoke to him that he could not see.
attractive did life still seem to him
that I am sure none of us can wish
what a sacred and happy thing a bl
And it is no doubt just such an id
Anagnos had in his mind when he

number of sightless children about us, chiefly among the very poor. Until quite recently they were growing up sometimes into what we all wish no human being to become. It was not their fault; it was not always even their parents' fault. Sometimes, indeed, their parents were unkind. Badly off themselves, they felt the need of the earnings of their children for the support of the family; and here was a child who could neither work in a shop nor in a factory nor in the house. It seemed hard, it seemed cruel; and sometimes, therefore, the result was constant scolding of the child, if not worse neglect than that. But many of them were not unkind; they were only ignorant of how to be kind. They suffered from a want of the knowledge, which Mr. Anagnos and others have now given them. They petted the child, they indulged the child, but they never taught it (and I have seen a terrible instance of that in England) self-control; they offered it no other interests than the ordinary passing events of life; they did not open out its character as a flower is opened out beneath the sun; they did not give it so much pleasant exercise and fresh air as was good. Often, as I have said, this was not their fault. We know how hard is the pressure sometimes on the very poor; what work they must do in order to obtain the simple necessities of life; how difficult it is for them to find time to think what to do under new circumstances, and to have the leisure to do that even when they know what ought to be done. But still, in many cases, a blind child grows up into something different from what we would expect. I remember now that one of the most delightful children I ever knew was a blind child. She lived in one of the worst streets of one of the great manufacturing towns in England—the city of Bristol; and yet so bright, so keen, so useful was she, that to all of us, when we had grown overweary, she came like a ray of sunshine. She joined in play with all the other children

a noble, a pure manhood and womanhood and his assistants tell us it is their these children. And, somehow or other tells us that he is going to do a as was the case with his ancestors at that it will soon take place. We determination in the very existence A few years ago he resolved that the garten in Boston ; a year ago many dedication, and shortly afterwards the debt. And now, at the close of this i some of the children here ; he shows us put into them ; he lets us see the int that are manifested in their faces ; he e thies in their behalf. Their attractive our hopes for their future—take comp And I suppose there is not one of us go away from this meeting resolved th vidual best to secure the endowment of dollars, which is wanted for this instit how that can be done. There is One w meetings such as these. There is One eighteen hundred years has never been a

He would have thanked us for all that we have hitherto done for these the least of his children. And then He would have asked us to continue in this good work—to help still further the Samaritan, who has shown us the wounded child, to give that child a better possibility for life in the future. "Give up," He would say to us, "not something you do not want (that is no gift to me); but give up something you do want for just one year, that this kindergarten for the blind may be a greater power for good in the community than ever before." How shall we answer Christ? How else but in this way? I will give my contribution, you will give yours; every child here will go around among the children in his or her neighborhood, and collect from them; every man and woman here who is a father or a mother will help these blind children; every brother or sister here will help their blind brothers or sisters. Let us aid this institution with all our power. Help it for Christ's sake; help it because it creates new men and women; help it because it puts a soul in a life.

At the close of the address, Mr. Anagnos rose to bring to the notice of the audience a proposal to hold a great fair for the benefit of the kindergarten, like that held in the early days of the parent institution. He had not yet been able to induce any one to take the initiative and organize the undertaking, but he hoped to succeed in doing so. Meantime, he begged that all those who, during the warm weeks of summer, might find leisure for fancy work, would remember this enterprise, and do something to assist in carrying it successfully forward.

As he resumed his seat, Mr. J. M. Rodocanachi rose to say that "the fair is already begun! A neighboring town has already organized a band of workers for this object, and there is no doubt that the fair will be held."

His announcement was greeted with hearty applause.

were gathered into it. Another
cells, and described the manner
them ; still another had made a flo
trations were continued through
and work of the bee had been
little Helen was asked by her teac
she replied, “ a jar full of honey
second model was “ a cup and sauc
Some rapid and unusual movem
Helen was returning to her seat,
what she was doing. “ Catching
Helen in the finger alphabet. Thi
a kindergarten song by the little ch

The next number on the program
“ Queen of the Earth,” in which “
revealed a voice of such clear, hi
as to win long-continued applause
audience.”

The character of the work done b
pupils was illustrated in a recitatio
class in science. The objects select
a tulip, and their natures and ~~mann~~





FIFTY-EIGHTH ANNUAL REPORT

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind.

FOR THE YEAR ENDING

SEPTEMBER 30, 1889.

BOSTON:

**WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
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NOTE.

I desire to express my obligations to Miss Martha W. &
Miss Sarah E. Lane, librarian, for very valuable assistance
this report.

Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, NOV. 14, 1889.

To the Hon. HENRY B. PEIRCE, *Secretary of State*, Boston.

DEAR SIR: — I have the honor to transmit to you, for the use of the Legislature, a copy of the fifty-eighth annual report to this corporation by the trustees thereof, together with the usual accompanying documents.

Respectfully,

JOHN A. BENNETT,
Secretary pro tem.

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	1890.	1890.
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Atkinson, William, Boston.	Beard, Hon. A
	Beckwith, Miss

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|---------------------------------------|---|
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Darling, Cortes A., Providence, R. I.	Foster, Mrs. Fr
Darling, Hon. L. B., Pawtucket, R. I.	Foster, John, B
Davis, Miss A. W., Boston.	Freeman, Miss
Day, Daniel E., Providence.	French, Jonathan
Dean, Hon. Benjamin, South Boston.	Frothingham, A
Devens, Rev. Samuel A., Boston.	Frothingham, M
Dexter, Mrs. F. G., Boston.	Frothingham, R
Dillaway, W. E. L., Boston.	ton.
Dinsmoor, George R., Keene, N. H.	Frothingham, I
Dow, Mrs. Moses A., Boston.	Boston.
Durant, William, Boston.	Fry, Mrs. Charles
Dwight, John S., Boston.	Gaffield, Thomas
Eaton, W. S., Boston.	Galloupe, C. W.,
Eliot, Dr. Samuel, Boston.	Gammell, Mrs. V
Elliott, Mrs. Maud Howe, Boston.	Gardiner, Charlie
Ellis, George H., Boston.	Gardner, George
Emery, Francis F., Boston.	Gardner, Mrs. Jc
Emery, Isaac, Boston.	George, Charles
Emmons, J. L., Boston.	Gill, Mrs. France
Emmons, Mrs. Nath'l H., Boston.	Gill, Mrs. Mary I
English, James E., New Haven, Conn.	Glidden, W. T., F
Endicott, Henry, Boston.	Glover, A., Bosto
Endicott, Miss Mary E., Beverly.	Glover, Miss Aug
Endicott, William, Jr., Boston.	Glover, Miss Carl
Ernst, C. W., Boston.	Glover, J. B., Bos
Farnam, Mrs. Ann S., New Haven.	Goddard, Benjamin
Faulkner, Mrs. Charles, Boston.	Goddard, Miss M
Faulkner, Miss Fannie M., Boston.	Goddard, T. P. I.,
Fay, H. H., Boston.	Goddard, Willian
Fay, Mrs. H. H., Boston	Goff, Darius, Paw
	Goff, Darius I

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|---|--|
| Greene, Edward A., Providence. | Howard, Hon. Henry, Providence. |
| Greene, S. H., River Point, R. I. | Howe, Mrs. Julia Ward, Boston. |
| Greenleaf, Mrs. Jas. E., Charlestown. | Howe, Mrs. Virginia A., Boston. |
| Griffin, S. B., Springfield. | Howes, Miss E., Boston. |
| Grover, William O., Boston. | Howland, Mrs. Zenas C., Charlestown. |
| Grover, Mrs. William O., Boston. | Houghton, Hon. H. O., Cambridge. |
| Guild, Mrs. S. E., Boston. | Humphrey, Benjamin, Boston. |
| Hale, Rev. Edward E., Boston. | Hunnewell, Francis W., Boston. |
| Hale, George S., Boston. | Hunnewell, H. H., Boston. |
| Hall, J. R., Boston. | Hunnewell, Mrs. H. S., Boston. |
| Hall, Miss L. E., Hanover. | Hutchins, Mrs. Constantine F., Boston. |
| Hall, Mrs. L. M., Boston. | Ives, Mrs. Anna A., Providence. |
| Hall, Miss Minna B., Longwood. | Jackson, Charles C., Boston. |
| Hall, Mrs. Martin L., Boston. | Jackson, Edward, Boston. |
| Hanscom, Dr. Sanford, Somerville. | Jackson, Mrs. Dr. J. A., Manchester, N. H. |
| Harwood, George S. Boston. | Jackson, Mrs. J. B. S., Boston. |
| Haskell, Edwin B., Auburndale. | Jackson, Patrick T., Boston. |
| Haven, Miss Charlotte M., Portsmouth, N. H. | Jackson, Patrick T., Jr., Cambridge. |
| Haven, Miss Eliza A., Portsmouth, N. H. | James, Mrs. Clitheroe Dean, South Boston. |
| Hayward, Hon. Wm. S., Providence. | James, Mrs. Julia B. H., Boston. |
| Hazard, Rowland, Providence. | Jenks, Miss C. E., Boston. |
| Head, Charles, Boston. | Johnson, Samuel, Boston. |
| Heard, J. T., M.D., Boston. | Jones, Miss Ellen M., Boston. |
| Hearst, Mrs. Phebe A., San Francisco, Cal. | Jordan, Mrs. E. D., Boston. |
| Hemenway, Mrs. A., Boston. | Joy, Mrs. Charles H., Boston. |
| Herford, Rev. Brooke, Boston. | Kasson, Rev. F. H., Fairhaven. |
| Higginson, Henry Lee, Boston. | Kellogg, Mrs. Eva D., Boston |
| Hill, Dr. A. S., Somerville. | Kendall, C. S., Boston. |
| Hill, Hon. Hamilton A., Boston. | Kennard, Martin P., Brookline. |
| Hill, Herbert E., Boston. | Kent, Mrs. Helena M., Boston. |
| Hill, J. E. R., Boston. | Kidder, Mrs. Henry P., Boston. |
| Hill, Mrs. T. J., Providence. | Kilmner, Frederick M., Somerville. |
| Hodges, Dr. R. M., Boston. | Kimball, Mrs. David P., Boston. |
| Hodgkins, Frank E., Somerville. | Kimball, Mrs. M. Day, Boston. |
| Hodgkins, William H., Somerville. | Kinsley, E. W., Boston. |
| Hogg, John, Boston. | Kramer, Henry C., Boston. |
| Holmes, John H., Boston. | Lamson, Miss C. W., Dedham. |
| Hooper, E. W., Boston. | Lang, B. J., Boston. |
| Hoppin, Hon. W. W., Providence. | Lang, Mrs. B. J., Boston. |
| Hovey, William A., Boston. | Lawrence, Abbott, Boston. |
| Howard, Hon. A. C., Boston. | Lawrence, Mrs. Amos A., Brookline. |
| Howard, Mrs. Chas. W., California. | |

Lorenzo, Hon. A. H., Pawtucket.
Littlefield, D. G., Pawtucket.
Lodge, Mrs. Anna C., Boston.
Lodge, Henry C., Boston.
Longfellow, Miss Alice M., Cambridge.
Loring, Mrs. Susie J., Boston.
Loring, Mrs. W. Caleb, Boston.
Lothrop, John, Auburndale.
Lovett, George L., Boston.
Lowell, Abbott Lawrence, Boston.
Lowell, Miss Amy, Boston.
Lowell, Augustus, Boston.
Lowell, Miss A. C., Boston.
Lowell, Francis C., Boston.
Lowell, Mrs. G. G., Boston.
Lowell, Mrs. John, Boston.
Lowell, Miss Lucy, Boston.
Luce, Matthew, Boston.
Lyman, Arthur T., Boston.
Lyman, George H., M.D., Boston.
Lyman, J. P., Boston.
Lyman, Theodore, Brookline.
McAuslan, John, Providence.
Mack, Thomas, Boston.
Mackay, Mrs. Frances M., Cambridge.
Macullar, Addison, Boston.
Marcy, Fred. L., Providence.
Marston, S. W., Boston.
Marvin, Mrs. E. C., Boston.

Minot, Geo
Minot, J. G.
Minot, The
Minot, Will
Mixter, Mis
Montgomer
Morrill, Ch
Morse, Miss
Plain.
Morse, S. T.
Morss, A. S.
Morton, Edw
Motley, Edw
Moulton, Mi
Neal, George
Nevins, Davi
Newell, Mrs.
Nichols, J. H
Nichols, R. C
Nickerson, Al
Nickerson, Ge
Nickerson, M
Nickerson, S.
Norcross, Gre
Norcross, Mis
Norcross, Mr.
Noyes, Hon. C
Ober, Louis F
O'Reilly, Joh
Osgood, John
Osborn. John

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|--|---|
| Parker, Henry G., Boston. | Richardson, William L., M. D.,
Boston. |
| Parker, Richard T., Boston. | Robbins, R. E., Boston. |
| Parkinson, John, Boston. | Robeson, W. R., Boston. |
| Parkinson, Mrs. John, Boston. | Robinson, Henry, Reading. |
| Parkman, Francis, Boston. | Rodman, S. W., Boston. |
| Parkman, George F., Boston. | Rodocanachi, J. M., Boston. |
| Parkman, John, Boston. | Rogers, Miss Clara B., Boston. |
| Parsons, Thomas, Chelsea. | Rogers, Miss Flora E., New York. |
| Payson, S. R., Boston. | Rogers, Henry M., Boston. |
| Peabody, Rev. A. P., D.D., Cam-
bridge. | Rogers, Jacob C., Boston. |
| Peabody, F. H., Boston. | Rogers, Mrs. William B., Boston. |
| Peabody, O. W., Milton. | Ropes, J. C., Boston. |
| Peabody, Mrs. Robert S., Brook-
line. | Ropes, J. S., Jamaica Plain. |
| Peabody, S. E., Boston. | Rotch, Miss Anne L., Boston. |
| Pearson, Miss Abby W., Boston. | Rotch, Mrs. Benjamin S., Boston. |
| Perkins, A. T., Boston. | Rotch, Miss Edith, Boston. |
| Perkins, Mrs. C. E., Boston. | Russell, Henry G., Providence. |
| Perkins, Edward N., Jamaica Plain. | Russell, Mrs. Henry G., Provvi-
dence. |
| Perkins, Mrs. Richard, Boston. | Russell, Henry S., Boston. |
| Peters, Edward D., Boston. | Russell, Miss Marian, Boston. |
| Phillips, Mrs. John C., Jr., Boston. | Saltonstall, Henry, Boston. |
| Pickman, Mrs. D. L., Boston. | Saltonstall, Hon. Leverett, Newton. |
| Pickman, W. D., Boston. | Saltonstall, Mrs. Leverett, Newton. |
| Pickman, Mrs. W. D., Boston. | Sampson, George, Boston. |
| Pierce, Hon. H. L., Boston. | Sanborn, Frank B., Concord. |
| Pierson, Mrs. Mary E., Windsor,
Conn. | Sayles, F. C., Pawtucket, R. I. |
| Potter, Isaac M., Providence. | Sayles, W. F., Pawtucket, R. I. |
| Potter, Mrs. Sarah, Providence. | Schlesinger, Barthold, Boston. |
| Pratt, Elliot W., Boston. | Schlesinger, Sebastian B., Boston. |
| Pratt, Mrs. Sarah M., Boston. | Sears, David, Boston. |
| Prendergast, J. M., Boston. | Sears, Mrs. Fred., Jr., Boston. |
| Preston, Jonathan, Boston. | Sears, F. R., Boston. |
| Quincy, George Henry, Boston. | Sears, Mrs. K. W., Boston. |
| Rantoul, Miss Hannah L., Beverly. | Sears, Mrs. P. H., Boston. |
| Reardon, Dennis A., Boston. | Sears, Mrs. S. P., Boston. |
| Reynolds, Miss Amy H., Boston. | Sears, W. T., Boston. |
| Reynolds, W. H., Boston. | Sharpe, L., Providence. |
| Rice, Hon. A. H., Boston. | Shaw, Mrs. G. Howland, Boston. |
| Rice, Fitz James, Providence. | Shaw, Henry S., Boston. |
| Richards, Mrs. Cornelia W., Boston. | Shaw, Quincy A., Boston. |
| Richards, Miss Elise, Boston. | Shepard, Mrs. E. A., Providence. |
| Richardson, John, Boston. | Shepard, Mrs. T. P., Providence. |
| Richardson, Mrs. M. R., Boston. | Sherwood, Mrs. John H., New York
City. |

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Spaulding, J. P., Boston.	Turner, Royal
Spencer, Henry F., Boston.	Underwood, F
Sprague, F. P., Boston.	Upton, George
Sprague, S. S., Providence.	Villard, Mrs. I
Stanwood, Edward, Brookline.	Wainwright, A
Stearns, Charles H., Brookline.	Wales, George
Steere, Henry J., Providence.	Wales, Miss M
Stewart, Mrs. C. B., Boston.	Ward, Rev. Ju
Stone, Joseph L., Boston.	Warden, Erskin
Sturgis, Francis S., Boston.	Ware, Mrs. Cha
Sullivan, Richard, Boston.	Ware, Miss M.
Swan, Mrs. Sarah H., Cambridge.	Warren, J. G.,
Swan, Robert, Boston.	Warren, Mrs. J
Swan, Mrs. Robert, Boston.	Warren, Mrs. V
Sweetser, Mrs. Anne M., Boston.	Washburn, Hor
Taggard, B. W., Boston.	Waters, Mrs. E
Taggard, Mrs. B. W., Boston.	Waterston, Mrs
Talbot, Mrs. Isabella W., North Billerica.	Watson, Miss E
Tappan, Miss Mary A., Boston.	Watson, T. A.,
Tarbell, George G., M.D., Boston.	Webster, Mrs. J
Temple, Thomas F., Boston.	Weeks, A. G., B
Thaxter, Joseph B., Hingham.	Welch, E. R., B
Thayer, Miss Adele G., Boston.	Weld, Otis E., B
Thayer, Miss A. G., Andover.	Weld, R. H., Bo
Thayer, Rev. George A., Cincinnati.	Weld, Mrs. W.
Thayer, Mrs. Harriet L., Boston.	Weld, W. G., Bo
Thayer, Mrs. Nathaniel, Boston.	Wells, Mrs. Eli
Thomas, H. H., Providence.	Wesson, J. L., E
Thomas, Capt. J. B., Boston.	Wheeler, Natha
Thorndike, Mrs. Della D., Boston.	Conn.
	Wheelock, Miss

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|--------------------------------------|--|
| Whitehead, Miss Mary, Charles-town. | Wightman, W. B., Providence. |
| Whitford, George W., Providence. | Williams, George W. A., Boston. |
| Whiting, Ebenezer, Boston. | Wilson, Mrs. Maria Gill, Newton-ville. |
| Whitman, Mrs. Sarah W., Boston. | Winslow, Mrs. George, Roxbury. |
| Whitney, Edward, Belmont. | Winsor, J. B., Providence. |
| Whitney, E., Boston. | Winthrop, Hon. Robert C., Boston. |
| Whitney, H. M., Boston. | Winthrop, Mrs. Robert C., Boston. |
| Whitney, Mrs., Boston. | Winthrop, Mrs. Thomas L., Boston. |
| Whitney, Miss Sarah A., Boston. | Wolcott, J. H., Boston. |
| Whitney, Miss Sarah W., Boston. | Wolcott, Mrs. J. H., Boston. |
| Whitwell, S. Horatio, Boston. | Wolcott, Roger, Boston. |
| Whitwell, Miss S. L., Boston. | Woods, Henry, Boston. |
| Wigglesworth, Miss Ann, Boston. | Worthington, Roland, Roxbury. |
| Wigglesworth, Edward, M.D., Bos-ton. | Young, Alexander, Boston. |
| Wigglesworth, Thomas, Boston. | Young, Mrs. B. L., Boston. |
| | Young, Charles L., Boston. |

OF THE
ANNUAL MEETING OF THE CO

A meeting of the corporation of Institution and Massachusetts School was held, according to legal no main building, South Boston, Oct. 3 o'clock P.M.

In the absence of the president andent, Dr. A. P. Peabody was electe *pro tem.*; and in the absence of the John A. Bennett was elected secreta

The record of the last meeting wi approved.

Mr. John S. Dwight read the an of the trustees, which was accepted, to be printed with the usual accompa

ments.

The treasurer, Mr. Edward Jackson

dike acting as teller, and the following officers were elected:—

President — Mr. Samuel Eliot.

Vice-President — Mr. John Cummings.

Treasurer — Mr. Edward Jackson.

Secretary — Mr. M. Anagnos.

Trustees — Messrs. William Endicott, Jr., Joseph B. Glover, J. T. Heard, A. P. Peabody, Edward N. Perkins, Leverett Saltonstall, S. L. Thorndike and George W. Wales.

Messrs. F. M. Kilmer, Sanford Hanscom and A. S. Morss were elected members of the corporation.

It was voted that the trustees be authorized to petition the General Court for permission to hold additional real and personal estate for the corporate purposes of the institution, including the kindergarten. The meeting was then dissolved.

JOHN A. BENNETT,
Secretary pro tem.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL
SOUTH BOSTON,

TO THE MEMBERS OF THE CORPORATION

Gentlemen and Ladies: — We represent to you, and, through you, to the of this Commonwealth, the fifty-eighth report of the institution under our the year ending Sept. 30, 1889. We time refer you for fuller details to copious report of the director in p unfortunately is abroad in search of h shattered by his long, laborious, self-loving service, under a great weight c ability, in the unremitting duties of Our more general survey of the pres tition and prospects of the institution : in his absence. For one more year ha work of Dr. Howe been carried on by the same methods and on the same ge ciples as heretofore. The record of the

a remarkable degree of cheerful receptivity, and of physical, mental and moral progress on the part of the pupils; and the whole outlook for the future is full of promise, only darkened (temporarily, we trust) by the enforced absence of the over-worked, invaluable director, Mr. Anagnos.

The number of pupils still steadily increases, even beyond our present means of housing them. The total number of blind persons in all the departments of the institution at the close of the year (Sept. 30) was 226, against 214 last year, and 200 a year before that. Of these, 173 belonged to the school proper at South Boston (157 pupils, 13 teachers and officers, 3 domestics), 33 to the Kindergarten for the Blind at Jamaica Plain, and 20 to the workshop for adults. These are the numbers after allowing for 31 who were discharged during the year. The number of applicants for admission at the re-opening of the school in September was unusually large, especially for the kindergarten, whose single building, already in its second year, overflows, notwithstanding that some of the more advanced pupils, having reached the required age of nine years, have been transferred to the parent institution.

The health of the two households presents a better report than it could do a year ago. During the first quarter, ending Dec. 31, 1888, notwithstanding the general prevalence of fatal

from the director's quarterly report. Dr. Lynn, named Henry Ray Reilly, who died at the school, was suffering from this disease, which assumes its most dangerous form in six or seven hours after the onset. He was promptly removed to another cottage, where he died on the 13th of February. The sanitary arrangements of the school were thoroughly examined, and the water pipes were repeatedly tested; but no serious flaw was discovered in any of them. One of the cottages for girls took in the month of February four cases of diphtheritic sore throat, all of which were in another cottage a single room. "At the close of the school term," says the director, "one of the best and most promising pupils, Winona Hope, R. I., went home in perfect health, having suffered from consumption,—the germs of which were probably contracted during her stay at the school."

and loving disposition; and she left behind her many precious memories in the hearts of her teachers and her schoolmates." The children at the kindergarten enjoyed excellent health throughout this and the following quarter,—in fact, during the entire school year.

During the last term there were several cases of measles among the girls, which, although not serious in their results, seriously interfered with the school work; also two severe cases of pneumonia among the boys. They were taken to the Massachusetts General Hospital, and, when they were able to be moved so far, were sent to their homes. They have since fully recovered.

In this part of our report we can simply record the death, on the 24th of May, of one who had been connected with the institution, where she was universally esteemed and loved, for more than half a century,—LAURA BRIDGMAN. The facts which have made her life conspicuous are known to all friends of humanity. Late in April she had an attack of erysipelas, which gradually extended till it reached the heart and lungs. Her funeral service, a very touching one, was attended by all the members of the school, the teachers and other friends, in the hall of the institution. A history of her education, from the papers of her heroic friend and deliverer from darkness, Dr. Howe, with an

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of the institution and secretary Michael Anagnos, after twenty-eighth work, with scarcely any relaxation, excellent results, finding the lad even for *his* robust constitution compelled to seek health in rest free from cares, abroad. Leave for a whole year, if need be, has been arranged. On the 17th of June he sailed for Europe. After some weeks partly in frequent visits to the great cities in which he was extremely interested in consulting eminent physicians, with satisfactory result, he passed on to Vienna where he consulted the medical authorities there. I hope soon to find himself at home on the native Athens. It is hoped that at least we may be able to welcome him with health restored, to the schoolroom, where teachers and scholars

Mr. Bennett entered upon his work with Mr. Anagnos on the first of May, and thus had over six weeks in which to study his methods and to profit by his advice. He has been received, as he assures us, with the utmost kindness and assistance on the part of all who are engaged there in the work; and thus far all has gone on well, the new year opening with the best signs of promise. The school and the whole work of the institution are to be conducted on the same general principles as in past years, experience having proved them sound. And there is great encouragement in the fact that the whole staff of long-tried, admirable assistants, including the now venerable matron, Miss M. C. Moulton; the efficient head of the tuning department, Mr. J. W. Smith; the judicious, competent, devoted musical director, Mr. Thomas Reeves; the faithful master of the printing and publishing department, Mr. Dennis A. Reardon; and all the teachers and officers some of whom have been connected with the school during the greater part of their lives, and have served the cause of the education of the blind with exemplary fidelity, devotion and success, retain their respective places. And it will not be an easy matter, when their strength fails them one by one, to fill their places with their equals.

The whole evidence of the director
the personal inspection which the me
been able to make, warrant us in s
in all its branches and phases — phy
ical, moral, practical — has been m
high standard of the past few years.
visits the class-rooms, it is always i
to remark the zeal, the enthusiasm, the
with which these teachers make their
selves as well as to their pupils.

The system of physical train
equipped gymnasium for boys
been carried on with undimin
its effects are visible in the
carriage and the whole appeara

The work of the school pro
by the same corps of faithful a
ers of both sexes, several of
themselves, that was engaged
Only one teacher has resigned.
dismissed.

to melody and harmony,—improves year by year under the director, Mr. Reeves, well seconded by able teachers and by seeing music readers. In chorus and solo singing; in piano-forte and organ playing; in the practice of the violin, the clarinet, flute, and various brass instruments, as shown in the correct, tuneful, tasteful performances of the well-filled band; in the theory of music, the writing and analysis of harmony, with some initiation into the mysteries of counterpoint through the study and practice, both vocally and instrumentally, of a number of Bach's chorals,—the standard of attainment is continually rising. One afternoon the writer had the pleasure of listening, by invitation of Mr. Reeves, to the recital by about twenty boys and girls, some of them very young, each in turn, of some one of twenty of the smaller piano pieces of Sebastian Bach, including preludes and fugues from the "Well-tempered Clavichord," inventions, arias, minuets, etc., and all of course from memory. In several pieces the violin bore a part. Could there be a more wholesome set-off on the musical journey of their lives? The pupils have been often favored also by concerts and recitals freely given, in their music hall, by many of the leading artists of Boston,—singers, pianists, violinists, etc., with choice programmes; and they have enjoyed the advantage of free admission to not a few of the best concerts in the city. Mention

and discipline, much is done
with a good musical atmosph

The tuning of pianos is no
a means of livelihood with s.
Smith has taught them not
to put on strings, to regula
instruments. All the pianos in
of Boston are still kept in t
graduates of the Perkins Inst
work is welcomed in not a few

3. COMMENCEMENT E

These, with their crowded,
audiences; their fine show of
neatly dressed and beaming
their richly varied, significant
programmes; the never-failing in
by the prompt, sure, confident yet
ance of every pupil who takes
excellent music; the readings f

of the little sightless children of the kindergarten, with their modelings in clay and other pretty finger exercises; to say nothing of the impressive addresses and appeals by the president of the corporation and other distinguished gentlemen much interested in the blind,— are becoming an old story in these annual reports. Yet the occasion never loses its interest. This last time (Tremont Temple, Tuesday afternoon, June 4) it was as fresh as ever, and the impression made was never greater. In one respect—the unusual number of graduates (11 in all, 6 girls and 5 boys), more than ever before—this Commencement was of exceptional interest, and made a satisfactory offset to that of last year, when there was not a single scholar quite prepared for the diploma, never in this institution conferred prematurely. The remarks of President Eliot to the graduates, in presenting these diplomas, as well as his brief opening address, were tender, eloquent, impressive. And the remarks on the kindergarten by the Rev. James De Normandie were wholly to the purpose, and tended to awaken a new public interest in the cause. For the rest, suffice it to say, of the entire programme, that the execution was in each and every number worthy of the subject, and with especial emphasis upon the "Valedictory" by Miss French, whose talent and progress in piano playing have won her the favored position,

we may remark here, by the voluntary subscriptions, are needed of more such scholarship.

4. THE WORK DEPARTMENTS

Much is done in both the work department; but the circular occupations accessible to becoming smaller from year to competition is too powerful, alternatives to manual training should be considered. On this subject Mr. Anagnos following remarks, which we copy from his manuscript:—

Our system of manual training is :
It needs expansion or reformation on
which was put into practice in this cit
at the expense of that broad-minded
philanthropist, Mrs. Quincy A. Shaw.

Mrs. Shaw opened, a year ago last July, a summer school for manual training, in which she employed two experienced teachers from Sweden,—Mr. Carl Fallin and Mr. Gustaf Larsson. The system of instruction therein pursued was that of Slöjd, which includes carpentry, turning and wood-carving. A number of young men and women attended the school regularly. The most important of the tools in use was the knife. At the end of the session, which lasted six weeks, the work of the learners was exhibited in one of the upper rooms of the Cottage Place kindergarten, and it showed very conclusively both their skill and the efficiency of their training.

Slöjd's scheme of formal education, as practised in the normal school of Nääs, Sweden, is purely scientific in its principles, and decidedly progressive in its character. It admits of the use of numerous manipulations and of various tools; and its chief aims are to instil a taste for work in general; to inspire respect for plain, honest, bodily labor; to cultivate habits of order, exactness, cleanliness, attention and neatness; to foster industry and perseverance; to promote the development of the physical powers, and to train the sense of form.

After a careful study of the matter in all its bearings, I do not hesitate to state that there is no system of manual training so eminently adapted to body forth Froebel's ideas, and to carry on the work of the kindergarten from the lowest to the highest grades of schools, as that of Slöjd. I deeply regret, that, owing to the lack of suitable room, we cannot yet introduce it in this institution, and give to the pupils of both sexes an opportunity to thus exercise their mental and physical powers, and to acquire a certain degree of "handiness," in which they are so lamentably deficient.

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indebted for the establishmen
now an essential part of ar
ours. The progress of the p
edge, in the power of acquisi
exercise of the mental faculties
belief, and can be accounted
concentrated attention which the
dition renders possible at an a
children have their eyes cons
fresh objects in the outward
worthy of special interest tha
of training in music, which for
blind is a life-work, and to
chief joy, can be most surely
developed at a very early age;
the touch depending greatly for
cision and delicacy, on impressi
directions given before what
the habits of perception and
formed.

31

and they commit both words and tunes to memory. Under the excellent instruction of Miss Cornelia C. Roeske, herself blind, a recent graduate of the Perkins Institution, possessed of superior musical gifts, with a fine taste and a rare faculty for teaching, they are acquiring the early rudiments of musical culture, growing up familiar with melody and harmony, and trained to a tasteful and expressive daily exercise of their vocal powers. They have daily lessons in musical notation; and the readiness with which they recognize and name tones of the scale when touched on the piano, and correctly analyze full chords so struck, is quite remarkable. Many a good musician lacks that faculty. They sing not only melodies in unison, but sometimes in two parts, alone or in chorus; and quite a number are taking lessons on the piano-forte, and play exercises and simple pieces in a manner certainly encouraging. All this prepares them well for more advanced studies in music at the higher school hereafter. What has particularly interested us in these little singers has been a certain refinement in their song, showing what care is taken to weed out all tares, to prevent all shouting, harsh, coarse, vulgar ways, and how true accent and enunciation are steadily inculcated.

The problem of education for those both

... which is virtually one
as her teacher is one of our grad
done her work under the inspiratio
warm sympathy of Mr. Anagnos;
ments are now made by which
child will become a resident pup
kept up her communication wit
friends since her last year's vi
far superior in thought and in
such letters as the most inte
children of her years are wont t
following was addressed to Mr
our Board. It was written in p
as well shaped and as clearly]
now give them in type:—

Trascumbia, Al

MY DEAR MR. DWIGHT,—Your little f
delighted to receive your letter. Yesterda
other picnic with my little friends. We :
which the great trees made for us and ate

11441 12-3

33

full of the delicate wild flowers. We gathered some of them to take home to our friends.

I am sorry Mr. Anagnos is going so far away. But he says he will write to me from Rome, Paris, Athens, and many other beautiful cities, and when I am old enough I shall travel myself. My little friend Eva has come to stay with me while my dear teacher goes home to rest. I shall miss her greatly, but I must not cry, for that would make teacher unhappy. I should like very much to go to Boston with her, but I cannot. So I will write to her every day.

I wish you were here to eat some of the delicious strawberries and raspberries. Mildred and I would pick the nicest berries for you. The magnolias are in bloom now, and the air is sweet with their perfume.

Teacher and Mother send you their love. Sister sends a sweet kiss, and I send many.

HELEN A. KELLER.

Edith Thomas manifests an equally teachable nature, has already as copious a vocabulary at her command as is available for a large proportion of seeing men and women, and writes letters that indicate a bright and active mind, promptly susceptible of instruction and influence.

Perhaps the most remarkable trait in these two children is their thirst for knowledge,—an unresting curiosity which makes every acquisition a fresh and vivid joy. This trait may suggest the existence of a similar curiosity, no less intense, in seeing children of active minds. They learn and know, not because they are possessed of the organs of sense, but because a mind that craves knowledge makes its perpetual and dili-

edge of the surrounding world
gate of knowledge which rema

It is impossible to over-estima-
tance of this infant school. C
in past years has learned at h
that needed to be unlearned,
had no carefully planned and c
culture. The blind child of a
petted or neglected, and in e
proper discipline of mind and
poor family such a child may
kindness; but, with one more
and body to clothe than there a
that can labor for the support
but little time that can be afford
of his loneliness, and but scan
his instruction. There are, wit
households in which demora
might be exerted through the
more readily where the eye co-

very portions of society least fitted for the care and nurture of sightless children. In point of fact, the great majority of our pupils, from the beginning to the present day, have had little done, and almost nothing well done, for them before they came under our charge. Our aim is to give to the pupils of the kindergarten the tender care, the faithful oversight, the judicious discipline, and the moral and religious training of a Christian home.

The eminent success and already established reputation of our kindergarten make its urgent needs much greater than could have been supposed at the outset. Our building is over-full; applications already on hand must be refused or postponed, and postponement in many cases is not much better than refusal; and we ought to have room for all the little children who are ultimately to become members of our older classes. The originally proposed endowment fund of a hundred thousand dollars, as will be seen, is completed. We are largely indebted in this behalf to Francis Bartlett, Esq., who has given us ten thousand dollars of the bequest for public charities which the will of his father, the late Sidney Bartlett, placed at his disposal. In the singularly wise disposition which he has made of this fund, we believe that no other portion of it will be so gratefully received, will be so profitably invested, or will yield so rich a

and to that end a certain sum should be annually added to provide against necessary loss of interest, or by premiums in the movements. Outside of this fund, at the earliest time possible, a new building should be increased, of course, of current value while the general management of the school would extend to the enlarged number of children the cost of subsistence for the additional teacher and the salaries of additional teachers provided for.

The visiting committee of ladies who are alert for ways and means to support the kindergarten, have organized a kinder-garden aid society, to contribute to the necessities of the institution. Of this society Mrs. Gardner is treasurer, and Miss F. [illegible] secretary. They and their associates are making no efforts in soliciting funds.

and they have met with signal success. One thousand five hundred and seventy-six dollars have already been subscribed. The branches of this association are spreading over New England, and we welcome it, not only for the subsidies which it may furnish, but for the extended and permanent interest which may thus be awakened in this pre-eminently Christian work. In the name of Him whose hands, once laid in blessing on those little children in Galilee, rest unseen on every head of these little ones for whom we plead, we commend this charity to a beneficent public, and will not cease to urge its claims, till every sightless child in New England can be lovingly cared for, shielded from evil, and trained for the best that he can acquire, become and be in this world and in the world beyond.

6. FINANCES.

The report of the treasurer, presented herewith, gives full details of the receipts and expenditures of the year, which may be summarized as follows:—

Cash on hand Oct. 1, 1888,	. . . . .	\$37,306 52
Total receipts from all sources during the year,	202,773 38	
		\$240,079 90
Total expenditures and investments,	. . . . .	177,833 11
Balance,	. . . . .	\$62,246 79

tion has again been invested, by t
on finance, in real estate. A bi
Nos. 250 and 252 Purchase Street,
high, and extending to Atlantic
been purchased; also three house
Fourth Street, on the west side of
tion, and one on H Street, adjacent to
owned by the corporation; also a g
ing, four stories high, at the corner
and Matthews streets.

7. REPAIRS AND IMPROVEMENTS

This is the fiftieth year since the
ing was occupied by the school.
of money have been expended for
repairs and improvements, but some
are still in a dilapidated condition,
constant attention. During the pa
cost for ordinary repairs for the
the building and for the

8. PRINTING FOR THE BLIND.

There has been no relaxation in the operations of the Howe Memorial Press, and the following books have been issued during the year: "Little Lord Fauntleroy," one volume of Latin selections, and the second and third volumes of Irving's "Life of Washington." In addition to these, four pieces of Braille music have been printed, and two volumes of Urbach's "Prize Piano School." At no time in our history has the work of our printing house been so wide, and so solid and satisfactory in its results, as within the last few years.

Our gifts and loans of embossed literature have been considerably extended. Books have been placed in the New York Circulating Library, and in the libraries of Providence, Newport, New Haven, Hartford and Worcester; they are loaned to all deserving blind persons who apply for them; they are given to all new and struggling institutions for the blind, and to "Homes," or centres, where the blind assemble,—in short, it is the intention to place them in every library where any considerable number of blind persons will be likely to use them. We should not be content with what is done in this direction until every blind person in New England and elsewhere is supplied with a sufficient amount of choice literature in raised print.

known as the MOSES HUNT
thanks are also due to Miss E.
gift of money sufficient to I
copies of the "Story of Patsy

9. WORKSHOP FOR .

The workshop, which last year supporting, shows in its account no very marked improvement be greatly regretted; for there a certain proportion of capable blind men and women, who can subsistence, but at the same time suitable employment outside of The work done by these persons materials, of the very best quality more than remunerative prices. be undersold by poorer work, as well at the outset, but will remain. The great disadvantage, howe-

department, and thus secure purchasers, who will be sure to find it for their benefit to remain our customers.

10. DEATH OF MEMBERS OF THE CORPORATION.

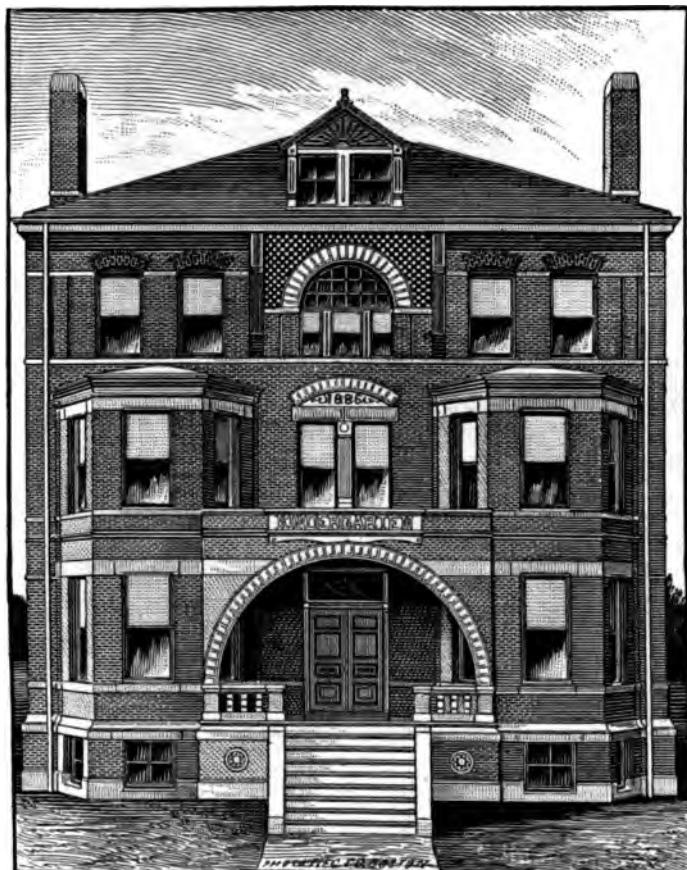
The members of the corporation who have died during the last year are: William Amory, who retained through many weary months of decline and infirmity a fresh interest in every benevolent enterprise; J. Ingersoll Bowditch, a practical philanthropist, equally generous and wise; Mrs. Gardner Brewer, a name not unfamiliar in the charities of Boston; Mrs. William F. Cary, the last surviving child of our founder, Thomas Handasyd Perkins, and of kindred spirit with her father; Peleg W. Chandler, whose worth as a Christian man was commensurate with his professional eminence; Miss Annah P. Cruft, lovingly remembered by all who knew her; Mrs. Nancy S. Davis, of Fitchburg; Oliver Ditson, who in his lifetime and by his will showed that he understood how to use for the best ends the revenue of faithful industry; Charles L. Flint, long, honorably and efficiently in the service of the State; Professor William Gammell, of Providence, who adorned his high literary reputation by a character that won both reverence and affection; Miss Rebecca Goddard; George Higginson, who made his wealth a treasury for every cause of human well-being;

and honor; Miss Abby W. May, lent activity and benignant min during remembrance; Rev. Bradt whose record as a minister of the of loyal and loving fidelity to hi his Divine Master; R. M. Pulsi sterling excellence in all the rel Mr. and Mrs. William G. Saltonsta memory; Mahlon D. Spaulding; M ton, of Peabody, whose benefice years secured for her a rich reve and gratitude; and Henry A. Wh a career of busy enterprise, never the public welfare.

All which is respectfully submitt

FRANCIS BROO
JOHN S. DWIG
WILLIAM ENDI
JOSEPH B. GLC
J. THEODORE

THIRD ANNUAL REPORT
OF
THE KINDERGARTEN FOR THE BLIND,
SEPTEMBER 30, 1889.



BOSTON :
WRIGHT & POTTER PRINTING COMPANY, STATE PRINTERS,
18 POST OFFICE SQUARE.
1890.



Friedrich Froebel.

OFFICERS OF THE CORPORATION.

1889-90.

SAMUEL ELIOT, LL.D., *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

FRANCIS BROOKS. JOHN S. DWIGHT. WILLIAM ENDICOTT, JR. JOSEPH B. GLOVER. J. THEODORE HEARD, M.D. ANDREW P. PEABODY, D.D.	EDWARD N. PERKINS. WM. L. RICHARDSON, M.D. LEVERETT SALTONSTALL. THOMAS F. TEMPLE. S. LOTHROP THORNDIKE. GEORGE W. WALES.
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VISITING COMMITTEE.

[At a meeting of the board of trustees, held July 2, 1887, the following vote was passed unanimously:—

Voted, That the board of trustees appoint a visiting committee on the kindergarten, consisting of twelve ladies, who shall visit the kindergarten and consult with the matron on its domestic affairs, and extend toward the children such kind notice and advice as they may deem proper.]

Mrs. ELIZABETH C. AGASSIZ. Miss ELIZABETH L. ANDREW. Mrs. WILLIAM APPLETON. Mrs. MARY HOWE ELLIOTT. Miss CLARA T. ENDICOTT. Miss SARAH B. FAY.	Mrs. JOHN L. GARDNER. Mrs. THOMAS MACK. Miss LAURA NOBCROSS. Mrs. ROBERT TREAT PAINE. Miss EDITH ROTCH. Mrs. ROGER WOLCOTT.
---	--

OFFICERS OF THE KINDERGARTEN.

DIRECTOR.

M. ANAGNOS.

ACTING DIRECTOR.

JOHN A. BENNETT.

ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

Miss ISABEL GREELEY, <i>Matron.</i> Miss NETTIE B. VOSE, <i>Assistant.</i>	Miss FANNY L. JOHNSON, <i>Kindergartner.</i> Mrs. SARAH J. DAVIDSON, <i>Kindergartner.</i>
Miss CORNELIA C. ROBBINS, <i>Music Teacher.</i>	
Miss HARRIET M. MARKHAM, <i>Special Teacher to EDITH THOMAS.</i>	

Commonwealth of Massa

In the year one thousand eight hundre

AN ACT

TO AUTHORIZE THE PERKINS INSTITUTION
SCHOOL FOR THE BLIND TO HOLD ADDI
PURPOSE OF A KINDERGARTEN FOR THE

*Be it enacted by the Senate and House of
Representatives in General Court assembled, and by authority of the*

SECTION 1. The Perkins Institution and
the Blind is authorized to establish and m
for the education of little children, by the
FOR THE BLIND, and to hold for this pu
estate to an amount not exceeding two h
thousand dollars in addition to the amount
hold.

SECT. 2. The said Kindergarten for th
the direction and management of the board
poration.

SECT. 3. This act shall take effect upon i

HOUSE OF REPRESENTATIVES

Passed to be enacted.

CH

I

Passed to be enacted.

HA

KINDERGARTEN FOR THE BLIND.

THIRD ANNUAL REPORT OF THE DIRECTOR.

TO THE BOARD OF TRUSTEES.

Gentlemen:—The past year of the kindergarten has been one of prosperity. At the close of the preceding year, as appears by the last annual report, the endowment fund amounted to \$29,648.10. It has now reached the \$100,000 originally proposed, and we have a balance over of \$7,025.91, to be applied on the contract for grading and for other necessary expenses. We are happy to report also, that, for the first time since the establishment of the school, there is not a deficit at the end of the year on account of current expenses. The amounts received from invested funds and for tuition have been sufficient to pay the ordinary expenses.

What the kindergarten now needs, is more room. I quote from the last annual report of the director:—

The new and commodious building, which was so carefully planned and well constructed, so convenient and beautiful,—itself a refining, uplifting, educating power to those who

of sightless children, who are eag
within its walls, and who ought to
their surroundings and placed und
out for want of room.

This state of things renders it al
a second building, similar to the first
tectural style, should be erected wit

Since the above was written
have been crowded in; and
possible way to isolate a chil
enough to be sent to the h
encroaching upon the room
recitations. The erection of
means not only the additional
ure, but an almost correspon
current expenses; so that, altho
fund has been raised, the kind
very pressing needs for money

G

Estates large enough for several buildings and for suitable play-grounds, within reasonable distance from Boston, and adapted for such a purpose, were too expensive to be considered. The spot selected by the committee was so covered with ledges as to be of little practical value without grading. Could this land be bought and graded to a level for a less sum than would have to be paid for the same quantity of land, equally desirable in all other respects, but level? Not if it were to be cleared in the ordinary way for building purposes; but, if the materials could be utilized by the contractor, and he be allowed to take his time for working and disposing of the stone, it was found that the cost of the whole tract, levelled, would be less than two-thirds of what would have to be paid for property elsewhere, no better in the end. Accordingly, contracts were so made that the whole land is to be graded within five years from the making of the contracts, and at a total outlay, for land and grading, of less than \$44,000. The amount of land available when graded will be six acres.

THE SCHOOL WORK.

The prosperity of the kindergarten for the past year has not been confined to its finances. The same faithful and efficient work has been done by the same corps of officers and teachers

of the year has not been int
serious illness in the household.
been discharged, it having been
his sight was sufficient to m
connection with the school uni
other pupils were promoted to
South Boston, and their places
filled by applicants some of who
waiting for a vacancy.

Attention is respectfully calle
panying report of the matron.

EDITH M. THOMAS

The education of Edith Thomas
tinued through the year, with gr
Her health has been uniform
although the affection of the
year appeared to cause her so
vexation, has not entirely disan
now so far recove



EDITH M. THOMAS.

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senses are perfect. She takes pleasure in the fragrance of flowers and other agreeable odors. She does not, however, apply miscellaneous objects to her nose, but relies entirely upon her sense of touch for examining, and for receiving information and instruction of all kinds.

The disease by which Edith lost her sight and hearing has already been mentioned in these reports; but we venture to allude to it again in order to give some details which will lead to a better comprehension of her condition, character and acquirements. Until this sickness, which occurred when she was four years old, Edith had been a healthy, vigorous child, of more than average quickness and ability; and, according to her mother's account, she had attained a greater command of language than most children of her age. She was an incessant talker, and her childish speech was very intelligible. Then she was prostrated with scarlet-fever and diphtheria, and for many weeks the little sufferer was confined to her bed. The disease raged violently in throat and ears, the eyes were coated with a membrane by which they were finally destroyed, and the organs of speech were, for a time, paralyzed. When she began to recover, her sight was entirely gone, she had forgotten how to walk, and her hearing was already beginning to be affected. She had been her father's pet, and when she regained

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only wring from her lips a pitiful
“I don’t, papa!” When she had again
walked, a tiny sister had come into
the room, and little Edith at once assumed the
attendant at baby’s morning bath.
She learned and delighted to bring every-
thing that was needed, and was vexed if any-
thing pained her.

During the two years which followed
she continued to talk, and her active brain
found abundant occupation. She
spent the period before the terrible illness
occasionally to allude to it in connection
with some present event, calling it “old times,”
and it is thought that she then recalled
what she used to see before she lost
her black eyes, which were so beautiful.
She could walk about the house so easily that
her sight was less marked than it would
have been.

But consider the loss of time.



53

sounds. The world, already dark to her, had now sunk into absolute silence. Naturally her speech degenerated, and by degrees was abandoned. No uniform signs took its place as a means of communication, but the tones of the child's voice, sometimes accompanied by pantomime suggested by the occasion, told the mother her feelings or wants; and Edith's logical mind and her knowledge of the general order of household events, supplemented the slight indications of her mother's wishes. If the child were teased or hurt by one of her playmates, the pitiful complaint expressed in the tones of her voice told the story as well as any words could do; and, gently patting her shoulder, her mother would speak to her such words of comfort and encouragement as she would have addressed to another child, and Edith would go away content. The soothing word, though unheard, was evidently a comfort to the little girl, though we know not by what channel it reached her mind. If her mother wished to send her for anything, she would turn Edith's face in the direction she wished her to go, and the child would accordingly go up or down stairs, toward parlor or kitchen, usually comprehending the object for which she was sent.

In an early report on Laura Bridgman, Dr. Howe speaks of the strong tendency among deaf mutes to utter vocal sounds; he says that Laura

first which entered Laura's thou
method of naming people has b
Edith, nor (although she evide
her friends) does she seem to ha
tinctive signs for them in the int
three years) between her practic
language and her acquirement of
Her last intelligible word — "kitty
long ago, and articulation now a
ceased. Her laugh remains pe
and is merry and pleasing in its
resembles that of ordinary children
she says, in finger speech, "Edi
then utters a succession of soun
tone, but never very loud, altho
scream lustily. As speech degener
to make use of another sound,
remnant of oral language; and this
although at a sign from her teac
diately becomes silent.

when alone, playing with her dolls, her manner indicates that she is talking to them by this sound, but she no longer uses it in addressing persons.

The manual alphabet has now become so familiar that she uses it almost unconsciously; she talks to herself in finger speech, and even while falling asleep she is often spelling the passing thoughts. Her tiny fingers form the letters neatly, and she writes in the air an even hand that is pleasant to follow.

During the past year Edith has made considerable progress in language. The extent of her vocabulary is not exactly known, but it numbers at least seven hundred words; she now understands the use of the singular and plural of nouns, the personal pronouns, and the comparison of adjectives, and she uses prepositions with greater freedom. In the formation of the plural she was first given such nouns as add *s* to the singular. She readily learned this lesson; but when she found afterwards that some nouns added *es*, as *box*, *boxes*, and still others changed the final consonant before adding the terminal, as *knife*, *knives*, she could scarcely become reconciled to such irregularities, and remonstrated long and earnestly before she finally yielded. The use of the personal pronouns was also a great trial to her. When her teacher began to address her as "you," instead of

when, one day, her teacher asked, "Will you have bread?" Edith, with an indignation which could be expressed only by the manner, replied, "Will *you* have it?" Her teacher gently answered, "Yes!" apparently perceiving that the pronoun was used with a contemptuous expression, never afterwards subjected to being thus addressed. Such adjectives as *larger*, *largest*, she at first found difficult, but she has mastered the essential idea, and learns them readily. Abstract nouns are a source of difficulty, and the occurrence of the same word with different meanings is very perplexing to this little student of ours. She has long been familiar with the word *boat* as a timepiece; but a short time ago, while reading the story, "The Boat Sailor," she saw the word occurred in its primitive sense, in the following sentence, "Now we will go to the boat." "What boat?" she asked.

But Edith could not believe that the writer meant *look* when she said *watch*. She pointed to the toy watch which she was wearing, and said, almost indignantly, "Lady who made the book said 'watch'!" The word *enough* was recently given her, and an explanation of its meaning was supplemented by illustrations with a basket containing shells. After several ingenious trials to test her comprehension of the word, her teacher still remained in doubt. A few hours later, however, her doubt was dispelled, when Edith, being asked at dinner if she had had *enough*, replied "Yes!" then, quickly correcting herself, said, "No! more pudding!" Since that day she uses the word correctly.

Reading, which has been so irksome a task to her, has now become a positive pleasure, and she is especially interested in a little book she now has, because the short chapters into which it is divided make a continuous story, and the acquaintances she made in the beginning of the book she meets again and again as she proceeds. While one of the teachers reads aloud to the other little girls, Edith will sit near, reading to herself from the book which she finds so delightful. At other times she reads to her teacher, following the lines with the fingers of one hand to catch the words of the writer, while with the other hand she translates them into manual language. While thus occu-

or words and guiding the hands
performance of different duties.

Pencil writing is still a tedious task; nevertheless, she continues to improve it in her lessons and in letters to her mother and other friends. [Edith used to tell us that when she was in the letter-box, and when she wanted to post a letter, she would knock on the door and say, "Man, open door!" She now knows how letters are sent by mail.]

She studies elementary arithmetic and has made some progress in addition, and has developed her familiarity with the tables of twos, threes, fours, by writing them out neatly, without error.

She has taken the kindergarten course and can now analyze the gifts. She can repeat from dictation, her teacher repeating the speech the oral directions given to her. She takes great delight in modeling clay, especially when after the

the

ful. Her voluntary work often lacks finish, but in form, in the relative proportion of the various parts, and in attention to detail, it excels that of her school-mates. In the exhibit sent by the institution to the Paris Exposition were included three articles of Edith's handiwork. These were a sample of kindergarten sewing, another of splint weaving, and a doll's hammock which she had netted. These articles were so well finished that they would compare favorably with similar work done by seeing children.

Until recently Edith has occupied a room alone, and she was very happy when she found she was to have a room-mate; but she at first disturbed her companion by rising very early in the morning and arousing M—. Reproof did not prevent a repetition of the offence, but when she learned that little M— was to be removed from her room, she begged that the child might be allowed to remain, promising that she would not rise until she was summoned. She repeatedly spelled this promise to herself, as if to impress the necessity of its performance. She has kept her word, and now waits until the rising bell which arouses the other children, is communicated to her by an attendant, who goes to her bedside and spells b-e-l-l in Edith's hand. She rises, dresses without assistance, and is soon ready for the duties and pleasures of the day.

reference to such periods as breakfast, morning, evening, yesterday, to-morrow. She keeps account of the week, and their distinctive connection with her duties. It is evident though she has not yet been given of the hours of the day, she recognizes each by its distinctive character hour to hour throughout the day, that the bell has rung, she goes out in guidance, to the room in which lesson is to be given, or to the occupation assigned to the following. Sometimes she fails to receive notice alone, and, not knowing the class hour approaches, she will go to the door of the school-room, and stand still, watching for indications of the class. It takes but a moment herself, and to see that the

the little girls about the grounds in a small wagon. Her fearlessness and agility in climbing are sometimes a source of anxiety to her teachers, but she never meets with any serious mishaps.

Her idea of locality, and the independence and freedom with which she goes wherever she wishes (so far as she is allowed), are very remarkable, and are rarely equalled by any blind child who has the sense of hearing as a guide. She is familiar with the neighborhood of her home, and goes alone to the houses of friends. One day Edith sought permission to visit a little girl whose home was on the opposite side of the street. Her mother hesitated to allow her to cross the street alone, but Edith protested that she was "a large girl," and promised to "run quick;" and her mother at last consented, standing at the window, meanwhile, to watch. As Edith reached the sidewalk, she perceived by the vibrations of the ground beneath her feet that an ice cart was approaching. Several of these heavy wagons followed in succession, and she stood patiently watching her opportunity to cross. Then a light carriage was driven rapidly past, and still she waited, until, perceiving that was the last vehicle, she ran across to the fence on the opposite side, paused an instant to find her bearing, then followed the fence to the gate and thence found her way to the door. Her lack of sight does not produce

....., but it has not been
require the little girl to sit q
length of time usually given to
until she is able to understand
character. One day, however,
taking a walk, her teacher,
door open, entered with her i
the interior of the building, a
her an idea of the service. T
gentleman whom Edith knew,
much interested when her teach
he stood in the pulpit and talk
From that time she was so a
church with the other children
promised to take her. When
came, the little girl said, "Ed
dress and go to church after
fix room nice;" and she ran
in great delight, telling every
talk with her that she was
When the hour

When her teacher attempted to caution her about keeping quiet and not making sounds with her lips, she withdrew her hand with an air which said plainly that such caution was unnecessary. And so, indeed, it proved; for she was perfectly quiet throughout the entire service.

Edith is a very industrious little girl, and is capable of performing various household duties. She can set the table, wash and wipe dishes neatly, sweep floors and make beds. She likes to go to the laundry of the kindergarten, and assist in turning the stockings and folding the clothes. She shows great aptitude for cutting and fitting. She dresses her dolls in the fashions which please her, and if the dress of a visitor suggests to her a desirable style, she hastens to copy it in a new garment for one of her family of dolls. One day she found a headless rag doll, and she immediately set to work to replace the lost member. Taking a piece of cloth, without pattern, she cut two slightly oval pieces, well shaped and fairly proportioned to the size of the body, sewed them nearly around, leaving an opening through which to put the stuffing. She turned them so as to leave the seam on the inside, and, cutting small pieces of cloth, stuffed the head she had made; then taking a strip she sewed it around the opening, thus making a neck for the doll, taking care that this seam also should be on the inside; and finally stitched

ceive, but also the skill and out her conceptions; and this fined to handiwork only, but all practical matters as far as experience.

She is affectionate in her responds quickly to those who in her. She is fond of children's games and is much more of her school-mates than to heartily in their sports, in some the leader, takes part in their cises and in their kindergarten. also fond of animals, especially horses.

She has grown more tender of the feelings of others; she is kind to her teachers, and often manifests when she has done wrong, or when she committed mischief. One

her teacher that she did not mean to do it. Then a sudden thought seemed to occur to her; she ran to her room, and, selecting her favorite doll, she carried it to the little girl to replace the one she had broken.

Her punishments (for she is very human, and just as naughty as the average child) are borne with better grace than formerly, and she sometimes contrives to make them more endurable by finding some fun in them. As a punishment for a certain misdemeanor, she was allowed to have only plain bread for several successive meals. She accepted her punishment without remonstrance, and with a smile of merriment she used her knife and fork at each meal, and ate her bread with an air of "making believe" it was the most dainty fare.

The characteristics of childhood, which are generally supposed to be developed by the quickening influences of sight and hearing, appear in Edith without such stimulus. A recent incident illustrates this. A pair of gloves which had just been bought for Edith pleased her exceedingly, and she asked if she might show them to a visitor. Permission being given, she brought them; but, as she was advancing to present them, she stopped, drew back a little, and stood for awhile, in doubt. After some hesitation she finally approached, and, with a smile, timidly offered the gloves for examination. Her manner

... , and also the skill and ing out her conceptions; and this abi fined to handiwork only, but seen all practical matters as far as sl experience.

She is affectionate in her dispe sponds quickly to those who mani in her. She is fond of children, crimination, and is much more att of her school-mates than to othe heartily in their sports, in some o the leader, takes part in their g cises and in their kindergarten g also fond of animals, especially horses.

She has grown more tender ar of the feelings of others; she seek of her teachers, and often manifest she has done wrong, or when she h committed mischief. One day by ment. *nd she went*

her teacher that she did not mean to do it. Then a sudden thought seemed to occur to her; she ran to her room, and, selecting her favorite doll, she carried it to the little girl to replace the one she had broken.

Her punishments (for she is very human, and just as naughty as the average child) are borne with better grace than formerly, and she sometimes contrives to make them more endurable by finding some fun in them. As a punishment for a certain misdemeanor, she was allowed to have only plain bread for several successive meals. She accepted her punishment without remonstrance, and with a smile of merriment she used her knife and fork at each meal, and ate her bread with an air of "making believe" it was the most dainty fare.

The characteristics of childhood, which are generally supposed to be developed by the quickening influences of sight and hearing, appear in Edith without such stimulus. A recent incident illustrates this. A pair of gloves which had just been bought for Edith pleased her exceedingly, and she asked if she might show them to a visitor. Permission being given, she brought them; but, as she was advancing to present them, she stopped, drew back a little, and stood for awhile, in doubt. After some hesitation she finally approached, and, with a smile, timidly offered the gloves for examination. Her manner

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obstacles in his way. But, str-
loss of sight has not aroused i-
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self, and thus increased her
self-reliance. Hence, when si-
her mind was not a blank pa-
inscription of the daily lesson
but was as full of childish fan-
plans as that of any intelligent
age; and, in view of her slight

in the future. The delight which she manifested, when, after the long vacation, the summons came for her return to the kindergarten, and the pleasure which she has begun to feel in reading embossed books, are indications of an awakening interest in her studies, which, combined with her great natural ability, can scarcely fail to produce admirable results.

LADIES' VISITING COMMITTEE.

The ladies' visiting committee have not only continued to manifest a kindly interest in the welfare of the children, but they have cheerfully assisted in raising the necessary funds to insure the permanence of this work, and to their efforts we are indebted for a considerable portion of the annual receipts. They held a second reception at the kindergarten in April last, and organized a Ladies' Auxiliary Aid Society, which has been actively at work sending out branches and extending a knowledge of the kindergarten and its needs throughout New England. The following article appeared in the April issue of the "Transcript Monthly," of Portland, Maine:—

THE KINDERGARTEN FOR THE BLIND.

It is now nearly two years since this beautiful and helpful institution has been in active life and working. At first a dream in the mind of Michael Anagnos, its founder and father, a dream which was by many people considered

wholly unpractical and impossible of realization, it has gradually shaped itself into a beneficent reality, the importance of which it is difficult to overestimate. Let us consider for a minute what the life of a little blind child is, without the sort of help that the kindergarten affords. By far the greater number of these little ones are the children of working people, whose days must be spent in toil, that they may win bread for themselves and those who are dependent on them. While the father is in the shop or the factory, the mother busy at home or abroad, the sisters and brothers at school, the blind baby must of necessity sit alone in darkness. It may be—alas! would that experience showed us it always is!—as tenderly loved as is the child of a millionaire; often, perhaps, much more tenderly. But the work must go on; the bread must be earned; the washing, mending, cleaning, cooking, must be done. And so, as I said, the blind baby spends much of its time alone. It is probably not unhappy; few little children are, thank God! They take things very much as a matter of course, and the sunshine they brought with them from heaven keeps them warm and cheerful still. The baby plays with its toys, makes its journeys of exploration round the kitchen, learns the shape of table and chair (let us hope, *not* of the hot stove!), of kitten and puppy, by means of its busy fingers; learns to distinguish voices, to welcome its father with a crow of welcome when he comes in for his brief “nooning;” to flush and quiver with delight at the approach of its mother’s well-known footstep. It sits on the doorstep in warm weather, basking in the sunshine, like the kitten at its side; breathing the soft air; listening to the bird-songs and the voices of the other children at play; feeling with delight of the wild flowers which its sister throws into its lap. Ah, yes! or else, if it has the misfortune to be a city child, it breathes polluted air, reeking with foul odors; it listens to the rumbling of carts and wagons, to the oath and

curse, coarse jest and ribald shout; perhaps, instead of flowers, it receives a chance blow from the drunkard, staggering down the dirty alley on his way to the rum-shop at the corner.

But, in the better or the worse condition, think of all that the little blind child does *not* have. Think of the blue of sky and water, the glint of sunshine, the cool green of leaf and grass, the vivid beauty of flower and fruit. Think of the smile on familiar faces, the look of love in kindly eyes; and then think what it must be to see none of these—*never* to see them! to sit in darkness, absolute and unchanging.

The blind baby in the modest country home is happy, knowing nothing of what it misses; but how will it be when the little mind begins to awake, when the child begins to think, to wonder, to question? The mother has no time to teach, to tell, to explain; the father is wearied out when he comes home at night, the other children thoughtless and impatient, as children will be. How is this blind baby to learn? How is the bud of its intelligence to expand, to unfold, into the blossom of an active, discerning intellect? This is the question that Mr. Anagnos asked himself. He found the answer in the kindergarten for the blind. Visiting the kindergarten for seeing children, he saw how the little fingers were taught to work, the little minds were taught to think. If this sort of training was beneficial to children having the use of their eyes, of what incalculable benefit would it be to the little sightless ones over whom his fatherly heart yearned? Like his great predecessor in work for the blind, Dr. Samuel G. Howe, to think is, with Mr. Anagnos, to act. Like Dr. Howe, he began at once,—began with a very little; like him, he sees his work growing to noble proportions; and still, as the substantial fabric grows, his thoughts and wishes outstrip it,

building ever fairer castles, laying out sweeter gardens, wherein these wounded blossoms may be brought to perfection.

"Ah! but a man's reach should exceed his grasp,
Or what's a heaven for?"

Michael Anagnos would fain see every blind baby in the land safe within the walls of a great, children's palace, filled with every pleasant thing; where play should be work, and work be play; where the days should pass so happily that the little ones should forget their blindness.

Meanwhile, he has done what he could in the present; and the kindergarten for the blind in Roxbury stands as the fruit of his labors hitherto.

Work was begun on May 2, 1887, with ten children. There are now twenty-seven in the school, and five more are shortly to be admitted, making thirty-two in all. This is the full number which the present building can hold, even by utilizing every nook and corner. To quote from Mr. Anagnos's last report:—

Thus the sapling, which was planted in hope and faith only a few years ago, stands before us now, a thriving and vigorous young tree, spreading its branches in every direction, and affording a refreshing shelter, under which a group of little sightless boys and girls are enjoying the benefits of a home circle and the inestimable advantages of early education. Many of these children have been exposed from their early infancy to the most undesirable influence. They have seldom drunk the milk of human kindness or tasted the fruit of affection. They have scarcely ever known the blessings of wise guidance or of comfortable domestic life, and their entrance upon the new experiences of parental care, rational training and pleasant associations, is marked by a corresponding improvement in their manners and morals, and even by radical changes as to form and features.

So far, so good; but still the "cry of the children" goes up. Mr. Anagnos is constantly receiving applications for admission, which he is unable to grant, both for want of room and for want of money. The men and women of Boston have responded nobly to his appeals for aid; but, large as have been the sums contributed, still more is needed. And why, we may ask, should this good task of giving be confined to Boston, to Massachusetts? There are children from Maine in this kindergarten. Will not the sons and daughters of Maine give what they can to help this noble institution? A ladies' auxiliary to the kindergarten for the blind has lately been formed, of which, it is hoped, branches will spring up in all the New England States at least, if they go no farther. The writer of this article has undertaken to form such a branch association in Maine, and she earnestly calls upon all women who may chance to read these words, to give her such aid as may come within their means. The annual subscription is one dollar, and may be sent to Mrs. Henry Richards, Gardiner, Maine, before April 9. On receipt of the subscription, with name and address, a copy of the rules of the association will be sent to each subscriber.

SUMMARY.

The year which has just ended has been a satisfactory one, and the new year opens full of promise. The school is filled to its utmost capacity with little children to whom the kindergarten training is a present delight, and a groundwork for a more thorough education in the future. The officers are working heartily in a cause in which they manifest an interest amounting to enthusiasm. The endowment fund

is completed. These blessings are surely abundant cause for gratitude. But the pressure of numbers warns us that we cannot yet rest upon our oars. The demand now is for more room.

Respectfully submitted,

JOHN A. BENNETT,

Acting Director.

REPORT OF THE MATRON.

I have the pleasure to submit the following brief report of the kindergarten for the blind, for the year ending Sept. 30, 1889.

The year has brought us its legacy of love and labor, and with it there are substantial evidences of prosperity and progress. Through the generosity of benevolent friends we are enabled to give to a limited number of children opportunities for instruction equal to those afforded more fortunate children. The work has proceeded systematically, the results are definite and tangible, the outlook is full of promise.

With the present arrangements for teaching our number of children, necessarily requiring so many classes, the daily demand upon the teachers is too exacting and severe; but of their work one can only speak in terms of unqualified praise. It is characterized by rare fidelity and enthusiasm; it is felt and valued beyond the limit of the school-room.

The children are themselves the best testimony to the success of this system of instruction. The morning song, the daily occupation, the games, the music class, the reading hour,—these all serve to keep active both hand and brain. Body and mind work harmoniously together, and the result is seen in firmer muscles, stronger arms and freer motions, with

a growing mental capacity which soon overcomes that restlessness and indolence so habitual to children of this class. As one boy expressed it, "I *feel* the good sprouting inside of me."

Careful attention is given to the study of music. It is the children's natural language, and they love it. Ten pupils began piano practice this year, and daily lessons in singing are given to all the pupils.

In response to the wish of the director, the children prepared an exhibition of their work for the Paris Exposition, which was arranged and mounted by the teachers, and the exhibit has received favorable mention from the educational jurors of the Exposition.

The instruction of Edith Thomas has continued with gratifying success. She has added largely to her vocabulary of words. She writes the square hand intelligibly and correctly, and has begun the study of elementary arithmetic. Her teacher, Miss L. M. Fletcher, resigned at the close of the school year, and Miss H. M. Markham has been engaged in her place, and has already entered upon her duties.

The health of the school has been exceptionally good, there having been no cases of serious illness during the year.

The annual reception of the ladies' visiting committee was held here on Tuesday, April 9, the guests completely filling the house. The exercises in the hall were of a very interesting character. The members of the committee have been actively engaged in behalf of the kindergarten, and have rendered it material aid and service; while their frequent

visits and their personal interest and sympathy have given help and encouragement to all the household.

The whole number of pupils for the year was 41, — 20 girls and 21 boys. Of these, 1 was dismissed as ineligible for instruction, and 8 have been promoted to the school at South Boston, leaving the present number 32.

The number of applicants for admission exceeds the limit of accommodation, and our chief regret, as we begin another year, is our inability to receive all who are waiting admittance.

Respectfully submitted,

ISABEL GREELEY,

Matron.

Oct. 15, 1889.

RECEP

GIVEN BY THE LADIES' VISIT
KINDERGARTEN FC

TUESDAY, APRIL

A second reception was giving by the committee, with arrangement of guests similar to the reception, which was held in March. An invitation were issued for Tuesday, April 1st, and the building was thronged with men interested in the instruction given to the children by kindergarten methods.

In the school-rooms the pupils were grouped in variously arranged groups examining and describing geometric designs in paper or splint weaving; some were drawing designs with tablets or wires, and a few were reading from books.

speed than her school-mates. Her reading was even more interesting than her work. The quickness with which the tiny fingers of her left hand caught the words from the embossed page, while the fingers of her right hand were transmitting them to her teacher, was a marvel to all around her.

At the expiration of nearly an hour spent in this way, the children were allowed a recess. Meanwhile, the guests were invited to the hall, and after they were seated the children entered, and, having been placed near the platform, the formal exercises proceeded in the order indicated by the following programme:—

RECEPTION

AT THE

KINDERGARTEN FOR THE BLIND,

TUESDAY, APRIL 9, 1889.

PROGRAMME.

1. PIANO SOLO—Waltz, *Raff.*
Miss ROESKE.
2. RECITATION,
Lily Howard.
3. BIRD SONG,
The Kindergarten Children.
4. ADDRESS,
Rev. Phillips Brooks.
5. SOLO FOR CLARINET—Andante and Waltz, . *Venzano.*
John F. MORRISON.
6. { (a) SONG—"Little Birds."
(b) MUSICAL EXERCISE.
(c) SONG—"The Pansies."
The Kindergarten Children.

Dr. SAM

19. CHORUS FOR FEMALE V
"The Mountain Brook,"

President Eliot, after briefly announced the first piece on solo, played by Miss Roeske. tion about Daffy-down-dilly, who, holding one of the flowers, recited the little poem "with perfect modulation." In the "Birds" the chorus, "Sing, little bird, a were given in solos by the children in her hand a stuffed bird of represented.

Dr. Eliot then introduced : spoke as follows:—

ADDRESS OF REV. PHILL

It is a very great pleasure to me like this. Some years ago some similar manner when this work was that we have an opportunity to look into the future, and — done in



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grown than when we viewed it before. One of the advantages of our modern civilization is the way in which every work is encouraged by the consciousness of other works; and so we come here, those of us who are at work anywhere, and get inspiration, while we try also to give some inspiration to the work that is being done here.

What is the thought we get upon such an anniversary day as this? We get an insight into the privilege of ministering to imprisoned lives, the coming to those who are shut in in any way behind the prison bars of obstructed senses, and seeing what can be done to give them liberty within the prisons in which they are living. Sometimes it seems as though the senses within which we live were also the imprisonments of our life. It seems as though the senses which are the quickest were aware of a barrier behind which their action is restrained. There is a power of seeing for which the eye is too dull; there is a power of hearing for which the ear is too slow; there is a power of touch for which the fingers are too clumsy. And so there is a power that lies behind all the powers and is imprisoned by them. And we look forward and think of what is to come when the finer body shall be given us, which shall be a more satisfactory and complete expression of the soul within; when with a finer sight the eye shall see, when with a more acute hearing the ear shall hear, and there shall be a refinement of body as well as an escape from the body; when the soul shall enter upon the perfect life, and attain its full and complete education. While we wait for that, there come the opportunities of this work, the education within the prison, by which the soul of every one of us is always being made a finer and more perfect thing.

There are illustrations of this, again and again, in the history of prisons. There are prisons which, if we could look into them, would be the most sacred places, because in them the soul, which seems to be shut away from the

7. ADDRESS,

Rev. G. A. GORDON.

8. SONG — "Marguerite," *Bischoff.*

Mr. L. W. TITUS.

9. REMARKS,

Dr. SAMUEL ELIOT.

10. CHORUS FOR FEMALE VOICES —

"The Mountain Brook," *Rheinberger.*

President Eliot, after briefly welcoming the guests, announced the first piece on the programme,—a piano solo, played by Miss Roeske. Then followed a recitation about Daffy-down-dilly, given by Lily Howard, who, holding one of the flowers in her hand, repeated the little poem "with perfect inflection and very sweet modulation." In the "Bird Song" the responses to the chorus, "Sing, little bird, and tell us your name!" were given in solos by the children, each of whom held in her hand a stuffed bird of the class which she represented.

Dr. Eliot then introduced Rev. Dr. Brooks, who spoke as follows:—

ADDRESS OF REV. PHILLIPS BROOKS, D. D.

It is a very great pleasure to me to take part in a service like this. Some years ago some of us met together in a similar manner when this work was inaugurated; and now that we have an opportunity to meet together again, and look into the future, and anticipate what is going to be done, it is certainly very pleasant.

One always wishes in such a meeting as this that he could keep closely connected with such a work. We come here and get one look at it and then go away, and come back after a year and find how much larger the work has

grown than when we viewed it before. One of the advantages of our modern civilization is the way in which every work is encouraged by the consciousness of other works; and so we come here, those of us who are at work anywhere, and get inspiration, while we try also to give some inspiration to the work that is being done here.

What is the thought we get upon such an anniversary day as this? We get an insight into the privilege of ministering to imprisoned lives, the coming to those who are shut in in any way behind the prison bars of obstructed senses, and seeing what can be done to give them liberty within the prisons in which they are living. Sometimes it seems as though the senses within which we live were also the imprisonments of our life. It seems as though the senses which are the quickest were aware of a barrier behind which their action is restrained. There is a power of seeing for which the eye is too dull; there is a power of hearing for which the ear is too slow; there is a power of touch for which the fingers are too clumsy. And so there is a power that lies behind all the powers and is imprisoned by them. And we look forward and think of what is to come when the finer body shall be given us, which shall be a more satisfactory and complete expression of the soul within; when with a finer sight the eye shall see, when with a more acute hearing the ear shall hear, and there shall be a refinement of body as well as an escape from the body; when the soul shall enter upon the perfect life, and attain its full and complete education. While we wait for that, there come the opportunities of this work, the education within the prison, by which the soul of every one of us is always being made a finer and more perfect thing.

There are illustrations of this, again and again, in the history of prisons. There are prisons which, if we could look into them, would be the most sacred places, because in them the soul, which seems to be shut away from the

larger life without, is thrown back upon itself, causing its own native powers to expand and to attain to higher experiences otherwise unknown. We might see the deep cavern where the old prophet sat through the dark night, and his spirit laid hold upon his God. We might see the prison in which the Apostles sang their songs, and turned it into a temple of enlightenment, and brought the freedom of the Gospel to an enslaved soul. We might open the prison where the wonderful Italian sat who told the story to which the world has listened, as within his dungeon the finer parts of his nature became conscious of themselves. We might open the chamber within which John Bunyan sat and wrote his glorious book. We should know that even the prison has proved capable of furnishing means and conditions for the education and enlightenment of life; that the stone walls do not make a prison,—that there is within the stone walls the largest liberty the soul has had in the history of men.

Is not this what the work of these teachers is doing for these children? Are you not working with that God of whom the psalmist said, "the Lord looseth men out of prison; the Lord giveth sight to the blind?"—bringing men out of prison while they sit in prison, bringing light to those in darkness, and enlargement to the constraint to which these precious little lives are subjected.

There is always something exceedingly touching when we hear the language of the blind, and hear them talk of seeing sights as if somehow the sense were in them and were bringing forth its fruit, even when to us it seems to be entirely wanting. It shows there is a faculty behind the sense, and to that the kindergarten appeals and brings instruction to the children which may become a living influence in their lives. Childhood comes to us with its peculiar appeal, for there is in its enjoyments and in its pains something that touches us very deeply through its perfect simplicity; and so the exhortation of inspiration bids

men to turn themselves into children, to become like children, and see how a child's life has all the sweetness of a full-grown life. I think it is a great privilege to minister to the sick and suffering on the part of those who are well, and to the ignorant on the part of those who are learned, and to the blind on the part of those who are seeing; and they must have very peculiar and precious experiences who come in connection with the blind child's life. You cannot look into the faces of the little children who sit before you and not bless that goodness which has known how to manifest itself under circumstances which would seem to us impossible, and to recognize with heartfelt gratitude that mercy which has sent its love where it would seem to us that there could be nothing but a sense of loneliness and pain.

Let us rejoice in the prospect which such an institution as this opens to the children. I congratulate you who have worked here and built this institution, and whose hearts are here, who have furnished it, and whose steps are always turning here from the happy homes in which you live, bringing your happiness here and making it bright and brighter with your presence. I do not simply thank you for it, but I congratulate you upon the privilege you enjoy, which is more and more to you upon every recurring anniversary. We want to lift up our hearts in thankfulness for what God has enabled us to do for these children here, and feel that he will enable us to see in the future a brighter and richer progress and fulfilment of this delightful charity. [Applause.]

A solo for the clarinet was very acceptably rendered by John F. Morrison, after which the children sang a song about the "Little Birds," which they illustrated by gestures of the hands. This was followed by a musical exercise, in which they sang the

The president then introd
the next speaker.

ADDRESS OF REV. GE

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so that instead of thought being taken in through the symbols that are addressed to the sight, the same thoughts that work powerfully in our minds and in our hearts, and that enrich our lives, may enter into these lives through the sense of touch; that the symbol of touch may convey the identical thoughts that we receive through the symbols of sight.

It must be a beautiful work thus to prevent, to go before, to outwit some of the calamities that befall some of our kind. There is inventiveness and enterprise and invincibility in the very nature of love; and surely this work is one in which intelligence, as the servant of charity, is seen to be inventive and invincible. Our Saviour says, "The poor"—that is, the helpless—"ye have with you always." I do not think we are in the habit of dwelling enough upon the thought how hard-hearted, how absolutely self-indulgent and cruel we should become, if it were not for these incessant appeals from the helpless, keeping our love and our sympathy and our unselfish instincts alive. I think that we should rejoice in the privilege of being helpers of those who need our help. Just as it is said of the Supreme Being, that he needs us for the fulfilment of his life of infinite charity, so we, in so far as we rise into his image and approach his life, need for the fulfilment of our highest life those who are needy, and have literally, as these dear children have, "no language but a cry."

I am sure that we all ask the blessing of God upon this beautiful work, and pray that many hearts may be brought within the range of its beautiful appeal, and many souls made to see the opportunities for spiritual advance, for the enrichment and enlightenment and refinement of their own lives through the generous support of it.

I rejoice to have been present here this afternoon, and consider it a privilege to help in any degree this work of humanity and mercy. [Applause.]

Bischoff's song, "Marguerite," sung by Mr. Titus, was well received. Dr. Eliot then made the closing address.

ADDRESS OF DR. SAMUEL ELIOT.

The Ladies' Visiting Committee, who have prepared and carried out this reception, desire me to express their regret that Mr. Saltonstall, whose name was announced as one of the speakers, cannot be present, on account of illness. We all share in that regret, for we remember how earnest has been the sympathy of Mr. Saltonstall in previous years.

Before bringing the exercises of the afternoon to a close, I have to say only a word or two with regard to what may be called the material aspect of this work. We have heard a great deal about the spiritual benefits of this work, but it still remains a necessity on the part of the officers and members of the corporation, and the board of trustees, to insist whenever they have an opportunity that the work still needs money. It needs the completion of the endowment, in the first place; and to that end something like twenty-five thousand dollars are still required. It needs also contributions towards its annual expenses, which have hitherto been almost unprovided for; and with reference to that object a movement has recently been organized by the ladies of this very visiting committee, constituting a Ladies' Auxiliary Aid Association to the kindergarten, for the purpose of raising in small as well as in large subscriptions the money that is needed to carry it on from day to day and from month to month through the year. The treasurer and the secretary of this auxiliary association are present this afternoon. They will be found seated at the end of the hall near the head of the stairs, and will be glad to receive any contributions or subscriptions. We need twenty-five thousand dollars to complete the endowment of this kindergarten, and from five to eight thousand dollars a year to carry it on. These children plead for themselves, and they need no

voice of mine, no voice of any man or woman to plead for them. God has denied them great blessings, but he has given them great blessings ; and one of the greatest blessings that he has given them is a blessing which is denied to many of us who have our eyes untouched,—and that is the power of creating sympathy, and awaking in the coldest heart some sort of warm throb of pathetic and overflowing response to their demands. They make no demands,—that is a wrongly chosen word ; but here are their wants, which the mere sight of them tells, without any words to fill out the description.

You have seen something of the training which this kindergarten gives. Of that nothing has been said this afternoon, and it is too late for me to dwell upon it in any detail ; but the training given here, as it is observed by those of us who come here from time to time and see it as it goes on, is of the most appropriate character. It is a training thoroughly adapted to the most infinite wants of every one of these children ; and as they grow under it, as they grow not only in intellectual and in spiritual power but in the power of enjoying life, and of seeing, yes, of seeing the brightness that there is in life, there rests upon the training given, evidently an unspeakable blessing, a blessing which comes from out the open skies. What this training may be to children bereft of more senses than the one that is denied to the children of the kindergarten, I ask you to let me show to you in a short letter from Helen Keller. Helen Keller, as most of you know, is not only blind, but deaf and dumb ; a child of most tender and near interest to every one of us concerned in the kindergarten, because she has been here and belongs to us ; she belongs to the Perkins Institution and Massachusetts School for the Blind, because her teacher was trained in that institution. The letter shows how much the education of a child whose mind it must have been difficult to approach, is due to the teacher trained at our school at South Boston. It is therefore as an integral part of the work that is going on among us, as an illustration

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[Applause.]

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ACKNOWLEDGMENTS.

We have been greatly indebted during the past year to the kind thoughtfulness of the following persons, for various entertainments and publications:—

I.—Acknowledgments for Concerts and Operas in the City.

To Mr. Eugene Tompkins, proprietor, and Mr. Henry A. McGlenen, manager, of the Boston Theatre, for a pass admitting parties of fifty in number to thirty-five operas.

To Mr. Henry Lee Higginson, proprietor, and Mr. Charles T. Ellis, manager, of the Boston Symphony Concerts, for seventy-two tickets to the first, and sixty tickets to the second, Young People's Orchestral concerts.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of six concerts. To Mrs. Thomas O. Richardson and an anonymous friend, each, for four tickets to the same.

To the Boylston Club, through its secretary, Mr. F. H. Ratcliffe, for eight tickets to each of six concerts.

To the Cecilia, through its secretary, Mr. Edward Pelham Dodd, for an average of eighteen tickets to each of four concerts. To an anonymous friend, for four tickets to the same.

To Mr. Ernst Perabo, for twelve tickets to each of three pianoforte recitals.

To Mr. Arthur Foote, for five tickets to each of two pianoforte recitals.

To Frau Anna Steiniger Clark, for twelve tickets to one pianoforte recital.

To Mr. E. W. Tyler, for twelve tickets to each of two pianoforte recitals.

To Mr. Richard Burmeister, for ten tickets to each of two pianoforte recitals.

To Mr. Clayton Johns and Mr. Eliot Hubbard, for thirty-six tickets to one piano and song recital.

To Mrs. Mary F. Brooks, for ten tickets to one concert.

To Mrs. H. A. Beach, for eight tickets to one pianoforte recital.

To Mr. Thomas P. Currier, for six tickets to one concert.

To Miss Anna Muriel Dunlap, for ten tickets to one concert.

To Rev. J. J. Lewis, pastor of the Broadway Universalist Church, for a general invitation to all concerts and other entertainments given before that society.

To the St. John's M. E. Church, through its treasurer, Mr. P. H. Elton, for fourteen tickets to a course of lectures and concerts.

To the Y. W. C. T. U., for thirty tickets to one concert.

To Miss E. F. Pierce, for eight tickets to one concert.

To the Grand Lodge, Knights of Honor, for seventy-four tickets to one entertainment.

To Mr. John E. Pinkham, for sixty-eight tickets to one Rosenthal concert.

To Signor Campanini, for fifty-seven tickets to one concert.

To Mr. Charles T. Ellis, for forty tickets to Mrs. Flora E. Barry's testimonial concert.

*II.—Acknowledgments for Concerts, Lectures, and Readings
given in our Hall.*

For a series of recitals, concerts and readings given from time to time in the music hall of the institution, we are greatly indebted to the following artists:—

To Mrs. Sherwood, assisted by her daughter Elsa, for one concert.

To Mr. John Orth, assisted by his pupil, Mr. Dadmun, for

one concert. To the same, assisted by his pupil, Miss Mabel George, for one concert.

To Mr. George J. Parker, assisted by Mrs. E. Humphrey Allen, Miss Gertrude Edmonds, Mr. William L. Whitney, vocalists, Mr. C. N. Allen, violinist, Miss Helen Plummer and Mr. Arthur Whiting, pianists, for one concert.

To the same, assisted by Mrs. Ella Cleveland Fenderson, vocalist, and Mr. Arthur Foote, pianist, for one concert.

III.—Acknowledgments for Books, Specimens, etc.

For various books, specimens, etc., we are indebted to the following friends :—

To Miss Margaret Beaton, the late Mrs. Ellen M. Gifford of Connecticut, and the Society for Providing Evangelical Religious Literature for the Blind.

IV.—Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers, continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest :—

The N. E. Journal of Education,	.	.	Boston, Mass.
The Atlantic,	.	.	" "
Boston Home Journal,	.	.	" "
Youth's Companion,	.	.	" "
Our Dumb Animals, 2 copies,	.	.	" "
The Christian,	.	.	" "
The Christian Register,	.	.	" "
The Musical Record,	.	.	" "
The Musical Herald,	.	.	" "
The Folio,	.	.	" "
Littell's Living Age,	.	.	" "

Unitarian Review.	.	.	.	.	.	Boston, Mass.
The Watchman,	.	.	.	.	.	" "
Zion's Herald.	.	.	.	.	.	" "
The Missionary Herald.	.	.	.	.	.	" "
The Well-Spring.	.	.	.	.	.	" "
The Salem Register,	.	.	.	.	.	Salem, Mass.
The Century.	.	.	.	.	.	New York, N. Y.
St. Nicholas.	.	.	.	.	.	" "
The Journal of Speculative Philosophy,	.	.	.	.	.	" "
Church's Musical Journal.	.	.	.	.	.	Cincinnati, O.
Goodson Gazette,	.	Va.	<i>Inst. for Deaf Mutes and Blind.</i>			
Tablet,	.	West Va.	<i>Inst. for Deaf Mutes and Blind.</i>			
Good Health,	.	.	.	.	.	Battle Creek, Mich.
L'Amico dei Ciechi,	.	.	.	.	.	Florence, Italy.
Valentin Haüy, a French monthly,	.	.	.	.	.	Paris, France.

I desire to express our warmest thanks to all who have so kindly remembered us, and to assure them that their kindnesses have been fully and heartily appreciated by all our number, and with very great pleasure and profit to the recipients.

JOHN A. BENNETT,
Acting Director.



FINANCIAL STATEMENTS.

**CATALOGUE OF BOOKS,
APPLIANCES, AND TANGIBLE APPARATUS.**

EDWARD JACKSON, TREASURER, in account with the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
for the Year ending Sept. 30, 1889.

RECEIPTS.	EXPENDITURES.
Balance on hand Oct. 1, 1888,	\$37,306.52
Income from invested funds,	27,422.00
State of Massachusetts,	30,000.00
" of Rhode Island,	5,550.00
" of Connecticut,	5,400.00
" of Vermont,	2,825.10
" of New Hampshire,	2,175.00
General fund, received from M. Anagnos and J. A. Bennett,	\$5,139.29
General fund donations,	150.00
" " J. A. Bennett, unsuspended balance,	1,804.87
Printing fund legacy, Moses Hunt,	\$4,000.00
Printing fund donation, Miss E. S. Howes, to print the "Story of Pastry,"	61.00
Printing fund, books sold,	529.38
" " J. A. Bennett, unsuspended balance,	167.13
Kindergarten fund —	4,754.51
State of New Hampshire,	\$1,200.00
" of Rhode Island,	525.00
" of Connecticut,	600.00
" of Massachusetts, for Edith Thomas,	320.00
Town and individuals,	100.00
Legacy, Geo. H. Dows, principal to be kept intact,	2,000.00
(general fund, drafts to M. Anagnos and J. A. Bennett,	\$64,117.28
Printing fund, "	3,848.76
Kindergarten fund, "	9,619.81
Legal services, Balch & Rackemann, "	262.80
Insurance, "	173.97
Expense of registering bonds, "	5.50
Clerk hire, "	250.00
Bought estate No. 250 and 252 Purchase St., "	60,000.00
" " " 99 and 101 Hill St., No. Boston,	3,650.00
" " " 541 and 543 Fourth St., So. Boston,	11,000.00
" " " 205 and 207 Congress St., "	\$15,000.00
Less mortgage due Nov. 10, 1889,	50,000.00
Balance, cash on hand in the N. E. Trust Co.,	\$6,000.00
amount laid aside to pay above mortgage,	\$60,000.00
Amount available for expenses,	12,246.79
	\$2,346.79

Legacy, Miss Mary Williams,	.	.	.	5,000 00	
" Sidney Bartlett,	.	.	.	10,000 00	
Donations,	.	.	.	57,534 44	
Rents, Janalca Plain,	.	.	.	1,010 50	
J. A. Bennett, unexpended balance,	.	.	.	222 68	
				79,662 62	
<i>Invested Funds.</i>					
Collected, Gray mortgage,	.	.	.	\$5,000 00	
" Butler mortgage,	.	.	.	2,000 00	
" Rand mortgage,	.	.	.	25,000 00	
" Mass. Hospital Life Ins. Co., the Laura	.	.	.		
Bridgeman fund, which came to the in-	.	.	.		
stitution after her death,	.	.	2,000 00	37,000 00	
					\$240,079 90

Examined Oct. 9, 1889, and found correct.
 A. T. FROTHINGHAM, { *Auditors.*
 GEO. L. LOVETT,

EDWARD JACKSON, *Treasurer.*

**GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS FOR THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL
FOR THE BLIND, for the Year ending Sept. 30, 1889.**

I. INCOME.		EXPENSES.	
State of Massachusetts, annual appropriation,	\$30,000 00	Paid by the treasurer:	\$262 80
Board and tuition: State of New Hampshire, Kindergarten, \$2,175		Balch & Rackemann, legal services, 173 97	
" " " Vermont, " " " 1,290		Insurance, 6 40	
" " " of Rhode Island, " " " 3,375 00		Registering bonds, 250 00	
" " " Connecticut, " " " 2,825 (0)		Clerk hire, 642 27	
From tuning, " " " 35,550			
" " " boy shop, " " " 525			
" " " admission to exhibitions, " " " 600			
" " " sundry small items, " " " 600			
" " " interest, mortgage notes, " " " 300			
" " " balances in N.E. Trust Co., " " " 300			
" " " temporary loans, etc., " " " 300			
" " " Eastern R.R. bonds, " " " 300			
" " " Ottawa & Burlington R.R. bonds, " " " 300 (0)			
" " " Boston & Lowell R.R. bonds, " " " 50			
" " " Kansas City, St. Jo. & Council Bluffs R.R. bonds, " " " 50			
" " " Chicago, Burlington & Quincy R.R. bonds, " " " 350			
" " " Kansas & So. Western R.R. bonds, " " " 1,000			
" " " Kansas City, Clinton & Springfield R.R. bonds, " " " 500			
" " " St. Paul & Manitoba R.R. bonds, " " " 150			
" " " Chicago, Burlington & Northern " " " 400			
" " " " " 750			
		General Account.	
		Paid by the director:	
		Maintenance, \$52,050 60	
		Extraordinary repairs, 1,993 63	
		Taxes, insurance and repairs on buildings lots, 3,075 35	
		Harris beneficiaries, 970 00	
		Expenses of tuning department, 1,860 80	
		Expenses of work department, 1,860 80	
		Interest on mortgage, 337 50	
		Rent of office, 260 00	
		Bills to be refunded, 640 22	
		Unexpended balance of draft, 1,804 67	
		Kidderport Account.	
		Maintenance, \$7,055 26	
		Grading and levelling, 1,400 00	
		Insurance and repairs on houses lots, 1,400 00	
		Unexpended balance of draft, 252 68	
		Pricing Account.	
		Expenses of printing office, \$6,985 25	
		Unexpended balance of draft, 1,517 12	

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ANALYSIS OF MAINTENANCE ACCOUNT.

Meat, 30,354 pounds,	\$2,655 18
Fish, 4,199 pounds,	239 57
Butter, 5,934 pounds,	1,555 10
Rice, sago, etc.,	37 36
Bread, flour, meal, etc.,	1,273 05
Potatoes and other vegetables,	763 78
Fruit,	438 35
Milk, 32,019 quarts,	1,700 60
Sugar, 9,884 pounds,	787 35
Tea and coffee, 665 pounds,	217 20
Groceries,	1,048 79
Gas and oil,	467 10
Coal and wood,	2,983 77
Sundry articles of consumption,	398 47
Wages and domestic service,	4,867 75
Salaries, superintendence and instruction,	19,955 24
Outside aid,	222 75
Medicine and medical aid,	92 76
Furniture and bedding,	1,036 29
Clothing and mending,	78 53
Stable,	174 13
Musical instruments,	1,175 95
Boys' shop,	421 35
Books and stationery,	1,194 25
Construction and repairs,	7,180 94
Taxes and insurance,	1,501 64
Travelling expenses,	96 51
Sundries,	86 84
	<hr/>
	\$52,650 60

PRINTING FUND STATEMENT, OCT. 1, 1889.

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<i>Receipts.</i>	<i>Expenditures.</i>
Income from invested funds,	\$1,963.94
Legacy,	350.51
Donation,	653.40
Sale of Books in embossed print,	666.15
	147.55
Books,	68.92
Type,	101.16
Machinery, repairs, etc.,	\$3,486.62
Books,	5,000.00
Invested,	2,860.76
Balance,	\$11,487.38

KINDERGARTEN FUND STATEMENT, Oct. 1, 1889.

<i>Receipts.</i>	<i>Expenditures.</i>
Board and tuition, State of New Hampshire,	\$1,200.00
" " " Rhode Island,	625.00
" " " Connecticut,	600.00
" " " Massachusetts,	300.00
" " towns and individuals,	160.00
	\$2,785.00
Legacies,	15,000.00
Donations,	61,834.44
Rents,	1,010.50
Income from investments,	3,845.00
	\$82,174.94
Cash on hand Oct. 1, 1888,	\$33,148.10
	\$116,323.04

WORK DEPARTMENT, Oct. 1, 1889.

STATEMENT.

Amount due Perkins Institution from the first date, . . . . .	. \$45,931 54
Excess of receipts over expenditures, . . . . .	. 309 13
	<hr/>
	\$45,622 41
	<hr/>
Cash received during the year, . . . . .	. \$15,508 84
Salaries and wages paid blind people, . .	\$3,556 17
Salaries and wages paid seeing people, . .	2,717 88
Amount paid for rent, stock and sundries, . . . . .	. 8,925 66
	<hr/>
	15,199 71
	<hr/>
	\$309 13
Stock on hand Oct. 1, 1889, . . . . .	. \$3,725 42
Receivable bills, . . . . .	. 2,608 61
	<hr/>
	\$6,334 03
Stock on hand Oct. 1, 1888, . . . . .	. 6,147 18
	<hr/>
	186 85
Gain, . . . . .	. \$495 98
	<hr/>

The following account exhibits the state of the property as entered upon the books of the institution Oct. 1, 1889:—

<i>Real Estate yielding Income.</i>		
House 11 Oxford Street,	\$7,000 00	
Building 10 Hayward Place,	44,000 00	
Building 250 and 252 Purchase Street,	44,000 00	
Building 205 and 207 Congress Street,	\$75,000 00	
Less mortgage,	50,000 00	
	25,000 00	
Houses 412, 414, 416 Fifth Street,	9,900 00	
House 537 Fourth Street,	4,800 00	
Houses 541 and 543 Fourth Street,	9,600 00	
Houses 557 and 559 Fourth Street,	15,500 00	
Houses 583 to 589 Fourth Street,	\$21,200 00	
Less mortgage,	6,750 00	
	14,450 00	
House 99 and 101 H Street,	3,300 00	
Three houses on Day and Perkins streets,	5,400 00	
		\$182,950 00
<i>Real Estate used by the Institution.</i>		
Real estate used for school purposes, South Boston,	246,277 00	
Real estate used for school purposes, Jamaica Plain,	69,519 00	
Unimproved land, South Boston,	9,975 00	
<i>Mortgage Notes,</i>		147,000 00
<i>Railroad Stock.</i>		
Boston & Providence R. R., 30 shares, value,	\$5,790 00	
Fitchburg R. R., preferred, 70 shares, value,	6,622 20	
Chicago, Burlington & Quincy R. R., 100 shares, value,	13,708 04	
Chicago, Burlington & Northern R. R., 3 shares, value,	235 50	
Eastern R. R., preferred, 31 shares, value,	3,938 96	
		30,294 70
<i>Railroad Bonds.</i>		
Eastern R. R., 1 6% bond, value,	\$1,270 00	
Boston & Lowell R. R., 1 5% bond, value,	1,000 00	
Chicago, Burlington & Quincy R. R., 27 4s, value,	26,190 00	
Chicago, Burlington & Northern R. R., 14 5s, value,	14,416 88	
<i>Amounts carried forward,</i>	\$42,876 88	\$686,015 70

Clothes
H. L. & C. Furniture, Jamaica Plain

Provisions and supplies, South Boston
Provisions and supplies, Jamaica Plain

Coal, South Boston,
Coal, Jamaica Plain,

Work Department.
Stock and bills collectible,

Musical Department.
One large organ,
Four small organs,
Forty-nine pianos,
Brass instruments,
Violins,
Musical library,

Printing Department.
Stock and machinery,
Books,
Stereotype plates,

School furniture and apparatus,
Library of books in common type,
Library of books in embossed type,
Boys' shop,
Stable and tools,

=====

The foregoing property represents the following funds and balances, and is answerable for the same:—

<i>Institution Funds.</i>			
General fund of the institution,	.	\$109,740 67	
Harris fund,	.	80,000 00	
Richard Perkins fund,	.	20,000 00	
			\$209,740 67
Cash in treasury,	.	.	45,870 88
<i>Printing Fund.</i>			
Capital,	.	\$107,500 00	
Surplus for building purposes,	.	23,544 66	
			131,044 66
<i>Kindergarten Funds.</i>			
Helen C. Bradlee fund,	.	\$40,000 00	
Sidney Bartlett legacy,	.	10,000 00	
George Edward Downs legacy,	.	3,000 00	
Mary Williams legacy,	.	5,000 00	
Funds from other donations,	.	92,650 00	
			90,650 00
Cash in treasury,	.	.	16,375 91
Buildings, unimproved real estate and personal property in use for the institution at South Boston,	.	.	346,034 55
Land, buildings and personal property in use for the kindergarten at Jamaica Plain,	.	.	80,164 00
			\$919,880 67
Total amount of property belonging to the kindergarten,	.	.	\$187,189 91
Total amount of property belonging to the institution proper,	.	.	732,690 76
			\$919,880 67

FINANCIAL STATEMENT OF THE KINDERGARTEN**FOR THE YEAR ENDING SEPT. 30, 1889.****RECEIPTS.**

Donations,	\$16,889 11
Helen C. Bradlee fund, . . .	88,000 00*
Legacies —	
George Edward Downs, \$3,000 00	
Mary Williams, 5,000 00	
Sidney Bartlett, 10,000 00	
	————— 18,000 00
Endowment fund,	————— \$72,889 11
Annual Subscriptions through Ladies'	
Auxiliary Aid Society, \$1,576 04	
Contributions, 1,543 29	
For current expenses,	————— 8,119 88
Donations for new building,	26 00
Board and tuition,	2,785 00
Rents,	1,010 50
Income from investments,	8,845 00
Cash on hand Oct. 1, 1888,	38,148 10
	————— \$116,323 04

EXPENSES.

Maintenance,	\$7,656 95
Grading and levelling,	1,500 00
Insurance and repairs on houses let,	140 18
Invested,	90,650 00
Total expenses,	————— \$99,947 18
Due on contract for grading,	2,000 00
	————— 101,947 18
Balance Oct. 1, 1889,	————— \$14,375 91

* This amount was received during the year just ended; in the preceding year the sum of \$2,000 was received, making the amount of the HELEN C. BRADLEE FUND \$40,000.

KINDERGARTEN ENDOWMENT FUND.

LIST OF CONTRIBUTORS.

From Sept. 30, 1888, to Oct. 1, 1889.

<i>Balance on hand after deducting amount for current expenses,</i>	. . . . .	\$29,648 10
A. B., second contribution,	. . . . .	50 00
A. B., third contribution,	. . . . .	500 00
A., E., .	. . . . .	25 00
Adams, Miss Lucy Ann,	. . . . .	20 00
A friend,	. . . . .	5 00
A friend,	. . . . .	50 00
A friend,	. . . . .	1 00
A friend,	. . . . .	500 00
A friend,	. . . . .	500 00
A friend,	. . . . .	50 00
A friend,	. . . . .	25 00
A friend,	. . . . .	20 00
A friend, South Framingham,	. . . . .	5 00
A friend, through Mrs. J. L. Gardner,	. . . . .	200 00
A friend of the little blind children, additional,	. . . . .	300 00
A friend of the little blind children, additional,	. . . . .	50 00
A little girl from Northborough,	. . . . .	60
A little girl's Lenten earnings,	. . . . .	2 75
Appleton, Mrs. William, seventh contribution,	. . . . .	1,000 00
B.,	. . . . .	5 00
Baker, Mrs. Walter, second contribution,	. . . . .	100 00
<i>Amount carried forward,</i>	. . . . .	\$33,057 45

<i>Amount brought forward,</i>	. . . . .	\$33,057 45
Bowditch, Dr. Henry I.,	. . . . .	5 00
Bradlee, Miss Helen C., fourth contribution,	. .	*\$8,000 00
Brown, Miss H. Louisa, second contribution,	. .	5 00
Bumstead, Mrs. Freeman J., Cambridge, second contribution,	. . . . .	50 00
Cabot, Miss Margaret C.,	. . . . .	20 00
Cary, Miss G. S.,	. . . . .	5 00
Cary, Mrs. Richard,	. . . . .	10 00
Cash,	. . . . .	2 00
Cash,	. . . . .	10 00
Cash,	. . . . .	50
Cash,	. . . . .	500 00
Cash,	. . . . .	8 25
Cash from L. M. H.,	. . . . .	50
Center, Joseph H., fifth contribution,	. . . . .	25 00
Chapin, A. M., Milford,	. . . . .	5 00
Charles, Mrs. Mary C., fourth contribution,	. .	25 00
Charles, Mrs. Mary C., fifth contribution,	. .	25 00
Cheever, Miss A. M., third contribution,	. .	50 00
Cheever, Miss M. E., second contribution,	. .	50 00
Children's fair, Scotch Plains, New Jersey,	. .	4 12
Children of Miss Isabel Merry's Kindergarten, Newark, N. J.,	. . . . .	7 04
Children of the Moore Street Kindergarten, Cam- bridgeport,	. . . . .	2 50
Children of Mrs. Voorhees' Kindergarten, Cam- bridgeport, third contribution,	. . . . .	10 00
Children of Miss Wiltze's Kindergarten, third contribution,	. . . . .	1 12
Children of Miss Wood's Kindergarten, Malden,	. .	2 00
<i>Amount carried forward,</i>	. . . . .	\$71,880 48

* This sum, with \$2,000 received in the preceding year, makes the **Helen C. BRADLEE** fund \$40,000.

Amount brought forward, \$71,880 48

Children's sale by Marion Call and Gertrude Velasco, additional,	1 20
Children's sale by Alice Meehan and Hattie Seming, Jamaica Plain,	2 50
"Christmas Leaflet" from Miss Sampson's little folks, sixth contribution,	5 00
Class in Shepard Memorial Church, Cambridge, Miss A. E. Hilton's,	5 10
Comey, Miss M. E., Cambridge,	3 00
Coolidge, Mrs. J. Templeman, sixth contribution,	200 00
Cushing, E. J., second contribution,	2 00
D., L. W. and M: M. D., fifth contribution, .	50 00
Devens, Rev. S. A., second contribution, . . .	5 00
Dillaway, W. E. L.,	50 00
Doliber, Thomas,	10 00
Durant, William, second contribution,	25 00
Eliot, Dr. Samuel, fourth contribution, . . .	100 00
Ellis, George H.,	25 00
Endicott, William, Jr., third contribution, . .	1,000 00
Entertainment by the boys of Perkins Institution,	15 00
Fair by Miss Marion C. Goodnow, 714 Centre Street,	45 00
Fair at 31 Centre Street, Roxbury, by Henrietta Heinzen, Elsie Ruhl, Miriam Tower, Josie Bryant and Cora Forbes,	105 00
Fair by Amy and Edna Pickert, Jessie and Ida Patten, and Kittie L. Levick,	41 08
Faulkner, Miss Fannie M.,	25 00
Field, Mrs. E. E. V., Milton, third contribution,	5 00
Field, Mrs. E. E. V., Milton, fourth contribution,	5 00
Fields, Mrs. James T.,	50 00
Forbes, Robert Bennett, second contribution, .	50 00
<i>Amount carried forward,</i>	<i>\$73,705 36</i>

<i>Amount brought forward,</i>	. . . . .	\$73,705 86
Foster, Miss C. P., Cambridge,	. . . . .	10 00
Foster, Mr. and Mrs. Francis C.,	. . . . .	1,000 00
From a friend, through Mrs. H.,	. . . . .	70 00
From Estate of Sidney Bartlett, through Francis		
Bartlett,		10,000 00
Frothingham, Rev. O. B., third contribution,	. . . . .	50 00
Fry, Mrs. Charles,		100 00
Gammell, Mrs. E. A., Providence;		100 00
Girls of Miss Marshall's class in Everett School,	. . . . .	2 60
Goodman, Richard, Lenox, second contribution,	. . . . .	10 00
Gray, Mrs. Horace, third contribution,	. . . . .	25 00
Guild, Mrs. S. E., fourth contribution,	. . . . .	25 00
H., C. M., Cambridge,		8 00
Hale, Miss Martha,		10 00
Hall, Mrs. Josephine S., third contribution,	. . . . .	25 00
Haskell, Miss Alta,		5 00
Higginson, Waldo, second contribution,	. . . . .	10 00
Hill, Mrs. S. A., second contribution,	. . . . .	2 00
Howard, C. H., Lawrence,		15 00
Howe, Mrs. Henry S.,		10 00
Howland, Mrs. Zenas C., Charlestown, second		
contribution,		20 00
Hunnewell, F. W., fourth contribution,	. . . . .	50 00
Hunnewell, Mrs. H. S.,		25 00
Hutchins, Mrs. Constantine F., third contribution,	. . . . .	20 00
Iasigi, Miss Mary V., second contribution,		10 00
Inches, John C.,		20 00
In memoriam,		50 00
Jackson, Mrs. J. A., Manchester, N. H.,		50 00
Jackson, Mrs. J. B. S., sixth contribution,	. . . . .	25 00
Jenks, Miss C. E., fifth contribution,		5 00
Joy, Mrs. Charles H.,		25 00
<i>Amount carried forward,</i>	. . . . .	<hr/>\$85,477 96

Amount brought forward, \$85,477 96

K.,	5 00
Kent, Mrs. Helena M.,	50 00
Kidder, Mrs. Henry P.,	100 00
Kimball, Mrs. M. Day, third contribution,	100 00
Kindergarten at West Newton, Miss Sweetser's,	2 00
King's Daughter, Marblehead,	1 00
Lamson, Miss C. W., second contribution,	50 00
Lang, Mrs. Frances M.,	25 00
Little girl and little boy, \$1 00 each,	2 00
Little Helpers, Newton Centre, through Mrs.	
Gammon,	10 00
Lodge, Mrs. J. E., third contribution,	100 00
Lowell, Miss Anna C., fourth contribution,	200 00
Luce, Matthew,	100 00
Mackay, Mrs. W., Cambridge,	1 00
Marshall, J. F. B.,	10 00
Mason, Miss Ida M., fifth contribution,	1,000 00
Meredith, Mrs. J. H.,	5 00
Meyer, Mrs. George von L., second contribution,	50 00
Minot, George R.,	25 00
Minot, J. G., second contribution,	15 00
Minot, The Misses, second contribution,	25 00
Mixter, Miss Madeleine C., second contribution,	100 00
Montgomery, William, seventh contribution,	25 00
Morse, Mrs. S. F.,	10 00
Newell, Mrs. M. Abbie,	25 00
Norcross, Grenville H.,	250 00
Norcross, Miss Laura, fifth contribution,	250 00
Norcross, Mrs. Otis, Jr., fourth contribution,	10 00
Noyes, Mrs. J. R.,	10 00
"Out of town,"	5 00
Partridge, Miss Jennie A., New York,	5 00
<hr/>	
<i>Amount carried forward,</i>	<i>\$88,043 96</i>

<i>Amount brought forward,</i>	. . . . . \$88,043 96
Peabody, Mrs. W. A., second contribution,	10 00
Peters, Edward D., second contribution,	80 00
Pritchard, Mrs. E. R.,	1 00
Proceeds of fair by Bessie Osborne and companions,	135 00
Proceeds of entertainments February 22 by pupils of Perkins Institution,	167 65
Proceeds of reading at Chestnut Hill, by J. H. Cabot, through John Richardson,	40 00
Proceeds of entertainment at Chauncy Hall School, second contribution,	108 35
Pupils of Miss Anna C. Ward's School,	28 00
R., Mrs. C.,	5 00
Rantoul, Miss Hannah L., Beverly, second contribution,	25 00
Reynolds, W. H., fourth contribution,	25 00
Richardson, Mrs. T. O., third contribution,	25 00
Richardson, Dr. W. L., third contribution,	50 00
Ritchie, Mrs. John,	20 00
Rogers, Mrs. Anne B., Rockport,	5 00
Rogers, Miss Flora E., New York,	100 00
Rogers, Henry M., third contribution,	20 00
Rotch, Mrs. B. S., sixth contribution,	1,000 00
Rotch, Miss Edith, fourth contribution,	500 00
Russell, Miss Marian,	100 00
S., second contribution,	20 00
S. H. S., Cambridge,	50 00
S. S.,	10 00
Sale of Miss S. M. Fay's Poems,	25 25
Saltonstall, Leverett,	100 00
Saltonstall, Mrs. Leverett,	100 00
Sampson, George, second contribution,	20 00
<i>Amount carried forward,</i>	. . . . . \$90,814 21

<i>Amount brought forward,</i>	. . . . .	\$90,814 21
Sears, Mrs. K. W., third contribution,	. . . . .	25 00
Shaw, Mrs. G. Howland,	. . . . .	200 00
Spencer, Henry F., second contribution,	. . . . .	5 00
Sunday-school of Unitarian Society, Littleton, third contribution,	. . . . .	10 00
Sunday-school of the Unitarian Church, Dedham, third contribution,	. . . . .	25 00
Sutton, Mrs. Eliza, Peabody,	. . . . .	50 00
Swan, Miss E. B.,	. . . . .	5 00
Swan, Robert,	. . . . .	25 00
Swan, Mrs. Robert, sixth contribution,	. . . . .	25 00
Symonds, Miss Lucy H., second contribution,	. . . . .	10 00
T., H. L.,	. . . . .	25 00
Taggard, Mrs. B. W., second contribution,	. . . . .	20 00
Tappan, Miss Mary A., third contribution,	. . . . .	25 00
Tappan, Miss Mary A., fourth contribution,	. . . . .	25 00
Thayer, Mrs., second contribution,	. . . . .	1,000 00
Thorndike, Mrs. J. H., seventh contribution,	. . . . .	100 00
Through Freddie V. Walsh,	. . . . .	5 00
Trinity Church, Easter offering,	. . . . .	25 00
Two friends,	. . . . .	2 00
U., S. R.,	. . . . .	10 00
W., second contribution,	. . . . .	100 00
Ware, Mrs. C. E., fourth contribution,	. . . . .	100 00
W., C. J., Cambridge, fourth contribution,	. . . . .	50 00
Warren, Mrs. J. Sullivan, third contribution,	. . . . .	20 00
White, Mrs. C. T.,	. . . . .	50 00
Whitney, Miss Sarah W.,	. . . . .	25 00
Whitwell, S. H., second contribution,	. . . . .	25 00
Whitwell, Miss S. L., second contribution,	. . . . .	25 00
Winslow, Miss H. M., second contribution,	. . . . .	1 00
Wolcott, Mrs. J. H., eighth contribution,	. . . . .	200 00
<i>Amount carried forward,</i>	. . . . .	<hr/>\$93,027 21

<i>Amount brought forward,</i>	. . . . .	\$93,027 21
Wood, Miss C., 11 Moreland Street, second con-		
tribution,		5 00
Wood, Mrs. E. S., Concord,		5 00
Woods, Henry, second contribution,		1,000 00
		<hr/>
		\$94,037 21

CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary		
Aid Society, Mrs. John L. Gardner, treasurer, .		\$1,576 04
Baker, Mrs. Richard, Jr.,		50 00
B., M. D.,		5 00
Ferguson, Mrs. Ellen, from sale of "Poem to		
Laura Bridgman, by M. D. B.,"		5 00
Callender, Mrs. Henry,		5 00
Children of Mrs. Voorhees' Kindergarten, Cam-		
bridgeport,		5 00
Coolidge, Mrs. J. T.,		100 00
Coolidge, Mrs. J. T., Jr.,		10 00
Cunniff, M. M.,		50 00
Elder, Miss E. C.,		8 00
Fair by the Richards children, Gardiner, Maine,		
second contribution,		120 68
Fay, Miss S. M.,		10 00
Field, Mrs. E. E. V., Milton,		5 00
Field, Mrs. N. M., Monson,		100 00
Friends in Lynn, through Mrs. Haven,		60 00
Glover, Joseph B.,		100 00
Goodman, Richard, Lenox,		10 00
Harrington, M. S.,		1 00
Hayes's School, Mrs. Mary E. C.,		100 00
		<hr/>
<i>Amount carried forward,</i>	\$2,815 72



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<i>Amount brought forward,</i>	\$2,815	72
Kindergarten at East Braintree,	12	00
Loring, Mrs. W. C.,	25	00
Lowe, Miss Alice M., Clinton,	.	.	.	.	5	00
Lowe, Mr. and Mrs. A. W., Clinton,	.	.	.	.	10	00
Lowell, Mrs. G. G.,	.	.	.	.	50	00
Lowell, Miss Lucy,	.	.	.	.	10	00
Marvin, Mrs. E. C.,	.	.	.	.	10	00
Minot, Mrs. C. H.,	.	.	.	.	10	00
Peters, Edward D.,	.	.	.	.	20	00
Richardson, Dr. W. L.,	.	.	.	.	50	00
Saltonstall, Henry (annual),	.	.	.	.	25	00
Saltonstall, W. G.,	.	.	.	.	25	00
Sunday-school of the First Church, Boston,	.	.	.	.	105	61
Tappan, D. D., Topsfield,	.	.	.	.	1	00
Thorndike, Mrs. J. H.,	.	.	.	.	10	00
Through Mrs. J. Malcolm Forbes,	.	.	.	.	200	00
Wainwright, Miss R. P.,	.	.	.	.	5	00
Wales, George W.,	.	.	.	.	100	00
Wales, Miss M. A.,	.	.	.	.	25	00
Watson, T. A., Weymouth,	.	.	.	.	25	00
Whitehead, Miss Mary, Charlestown (annual),	.	.	.	.	10	00
Whitehead, Miss Mary, Charlestown,	.	.	.	.	70	00
					\$3,119	33

FOR THE NEW BUILDING.

A friend,	\$25 00
Mademoiselle Norton, Paris,	1 00
	<hr/>
	\$26 00

All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, Treasurer, No. 146 Franklin Street, Boston, or to the Director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.

EDWARD JACKSON, *Treasurer.*

NO. 146 FRANKLIN STREET, BOSTON.

The kindergarten, which was dedicated in April, 1887, is now crowded to its utmost capacity, and the increasing number of applicants makes it necessary that a second building should be erected without delay.

LIST OF EMBOSSED BOOKS,

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Book of Psalms,	1	\$3 00
New Testament,	3	7 50
Book of Common Prayer,	1	3 00
Baxter's Call,	1	2 50
Hymns for the Blind,	1	2 00
Pilgrim's Progress,	1	3 00
Natural Theology,	1	4 00
* Selections from the Works of Swedenborg,	1	-
Biographical Sketches of Distinguished Persons,	1	3 00
Biographical Sketch of George Eliot,	1	25
Memoir of Dr. Samuel G. Howe,	1	3 00
Howe's Cyclopædia,	8	32 00
Latin Selections,	1	2 00
Combe's Constitution of Man,	1	4 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
"Life and her Children," or a Reader of Natural History,	1	3 00
Philosophy of Natural History,	1	3 00
Geometrical Diagrams,	1	1 00
Wentworth's Grammar-school Arithmetic,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Higginson's Young Folks' History of the United States,	1	3 50
Constitution of the United States,	1	40
Dickens's Child's History of England,	2	6 00
Freeman's History of Europe,	1	2 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
Washington and his Country,	3	9 00
Guyot's Geography,	1	3 00
Scribner's Geographical Reader,	1	2 50
American Prose,	2	6 00
Most Celebrated Diamonds, by Julia R. Anagnos,	1	.50
Dickens's Christmas Carol, with extracts from Pickwick,	1	3 00
Dickens's David Copperfield,	5	15 00
Dickens's Old Curiosity Shop,	8	12 00
Emerson's Essays,	1	3 00
Extracts from British and American Literature,	2	5 00
George Eliot's Silas Marner,	1	3 50
Goldsmith's Vicar of Wakefield,	1	3 00
Hawthorne's Scarlet Letter,	2	5 00
Hawthorne's Tanglewood Tales,	2	4 00
Scott's Quentin Durward,	2	6 00

* Printed by the donor for free distribution.

LIST OF EMBOSSED BOOKS—*Continued.*

TITLE OF BOOK.	No. Volume	M. Price \$
Scott's Talisman,	2	6.00
The Deacon's Week,	1	.25
The Last Days of Pompeii, by Edward Bulwer Lytton,	8	.90
Bryant's Poems,	1	.80
Byron's Hebrew Melodies, and Childe Harold,	1	.30
Poetry of Byron, selected by Matthew Arnold,	1	.30
Holmes's Poems,	1	.30
Longfellow's Evangeline,	1	.20
Longfellow's Evangeline, and other poems,	1	.30
Longfellow's Hiawatha,	1	.25
Lowell's Poems,	1	.30
Milton's Paradise Lost,	2	.50
Pope's Essay on Man, and other poems,	1	.25
Scott's Lay of the Last Minstrel, and 37 other poems,	1	.80
Shakespeare's Hamlet and Julius Cæsar,	1	.40
Shakespeare's King Henry Fifth,	1	.20
Shakespeare's Romeo and Juliet,	1	.20
Tennyson's In Memoriam, and other poems,	1	.80
Whittier's Poems,	1	.30
Longfellow's Birthday, by Julia R. Anagnos,	1	.25
Commemoration Ode, by H. W. Stratton,	1	.10
 JUVENILE BOOKS.		
Script and point alphabet sheets, per hundred,	-	.50
An Eclectic Primer,	1	.40
Child's First Book,	1	.40
Child's Second Book,	1	.40
Child's Third Book,	1	.40
Child's Fourth Book,	1	.40
Child's Fifth Book,	1	.40
Child's Sixth Book,	1	.40
Child's Seventh Book,	1	.40
Youth's Library, volume 1,	1	.125
Youth's Library, volume 2,	1	.125
Youth's Library, volume 3,	1	.125
Youth's Library, volume 4,	1	.125
Youth's Library, volume 5,	1	.125
Youth's Library, volume 6,	1	.125
Youth's Library, volume 7,	1	.125
Youth's Library, volume 8,	1	.125
Andersen's Stories and Tales,	1	.30
Bible Stories in Bible Language, by Emilie Poulassen,	1	.80
Children's Fairy Book, by M. Anagnos,	1	.25
Eliot's Six Arabian Nights,	1	.30
Heidi: translated from the German by Mrs. Brooks,	2	.50
Kingsley's Greek Heroes,	1	.25
Little Lord Fauntleroy,	1	.80

LIST OF EMBOSSED BOOKS — *Concluded.*

TITLE OF BOOK.	No. of Volumes	Price per Set.
Lodge's Twelve Popular Tales,	1	\$2 00
Stories for Little Readers, by Emilie Poulsson,	1	40
The Little Ones' Story Book (in press),	-	-
The Queen of the Pirate Isle,	1	40
The Story of a Short Life, by J. H. Ewing,	1	2 00
The Story of Patsy (in press),	-	-
What Katy Did, by Susan Coolidge,	1	2 50
MUSIC.		
A few German Chorals of J. S. Bach,	1	50
Key to Braille's Musical Notation,	1	35
Arban's Method for the Cornet and Sax-Horn,	1	1 00
Forty-five Hymn Tunes,	1	50
Opus 261, by Czerny,	1	1 00
Musical Characters used by the Seeing,	1	35
The Bridal Rose — Overture,	1	50
The Color-Guard March,	1	25
The Little Rose Waltz,	1	25
Twelfth Andante and Waltz, by Charles Bach,	1	10
Urbach's Prize Piano School,	2	4 00

N. B. The prices in the above list are set down per SET, not per volume.

LIST OF APPLIANCES AND TANGIBLE APPARATUS

MADE AT THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.

GEOGRAPHY.

I. — Wall Maps.

1. The Hemispheres, size, 42 by 52 inches.
2. United States, Mexico and Canada, " " "
3. North America, " " "
4. South America, " " "
5. Europe, " " "
6. Asia, " " "
7. Africa, " " "
8. The World on Mercator's Projection, " " "

Each, \$35; or the set, \$280.

II. — Dissected Maps.

1. Eastern Hemisphere, size, 30 by 36 inches.
2. Western Hemisphere, " " "
3. North America, " " "
4. United States, " " "
5. South America, " " "
6. Europe, " " "
7. Asia, " " "
8. Africa, " " "

Each, \$23; or the set, \$184.

These maps are considered, in point of workmanship, accuracy and distinctness of outline, durability and beauty, far superior to all thus far made in Europe or in this country.



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"The New England Journal of Education" says, "They are very strong, present a fine, bright surface, and are an ornament to any school-room."

III.—Pin Maps.

Cushions for pin maps and diagrams, each, \$0 75

ARITHMETIC.

Ciphering-boards made of brass strips, nickel-plated, each, \$3 00
Ciphering-types, nickel-plated, per hundred, 1 00

WRITING.

Grooved writing-cards, each, \$0 05
Braille tablets, with metallic bed, " 1 50
Braille French tablets, with cloth bed, " 1 00
Braille new tablets, with cloth bed, " 1 00





APPENDIX A.

Proceedings of the Commencement Exercises

OF THE

**PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.**





COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL
FOR THE BLIND.

The commencement exercises of the present year were marked by the graduation of a somewhat large class of young men and women, and by the introduction of the little pupils of the kindergarten as an established part of the educational scheme of this institution. It was also the first appearance of Edith M. Thomas, a blind deaf mute, yet a very intelligent little girl, who had been twenty months under instruction, during which time she had made excellent progress.

The familiar face of Laura Bridgman, always so eagerly looked for on these occasions, was sadly missed; but the sadness was softened by the memory of the gentleness with which her spirit had at last been released from the defective body through which it had bravely and cheerfully fought its way to higher light and life.

The daily and weekly journals of the city and suburbs very generally published, in advance, a notice of these commencement exercises, in style similar to the following, which is taken from the "Boston Home Journal" of May 25:—

The Perkins Institution for the Blind will hold its commencement exercises at Tremont Temple, on Tuesday afternoon, June 4, at 3 o'clock. These annual exercises serve

to deepen in the public mind the conviction that blindness is no longer an insuperable obstacle to the acquirement of a liberal education, and the preparation needful for the ordinary duties of life. The present programme embraces recitations from different grades of scholars, from the little pupils of the kindergarten to the members of the graduating class. Both the literary and music departments are represented, and so, too, is the department for physical culture. We note also a reading to be given by the blind deaf mute pupil, Edith M. Thomas, whose education is progressing favorably at the kindergarten in Jamaica Plain. Addresses will be made by Dr. Samuel Eliot and Rev. James De Normandie; valedictory by Miss Eunice French, and presentation of diplomas by Dr. Eliot. The usual arrangements for tickets are maintained, and those wishing to secure tickets for the floor or first balcony should make early application to the director, or at the salesroom of the institution, 37 Avon Street. The second balcony is free to the public.

To the friends and patrons of the school the following circular was sent:—

PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.

BOSTON, May 11, 1889.

To the Friends and Patrons of the Institution.

The Commencement Exercises of this school will be held at Tremont Temple, on Tuesday, June 4, at 3 p.m.

Samuel Eliot, LL.D., will preside, and Rev. James De Normandie will speak on the kindergarten for little sightless children.

You are most cordially invited to honor the occasion with your presence.

The seats on the floor and in the first balcony of the Temple will be reserved for the choice of the members of the



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corporation, and the friends and patrons of the institution, to whom this invitation is sent, until Saturday, May 25. Tickets are ready for delivery, and those who may be desirous of obtaining them are requested to send me a postal card indicating the number wished for. It will give me very great pleasure to forward them at once.

The seats will be reserved until three o'clock, punctually, when standing persons will be permitted to occupy all vacant places.

M. ANAGNOS.

PROGRAMME.

PART I.

ORGAN — Fugue in G minor, *Bach.*
C. A. W. HOWLAND.

1. OPENING REMARKS.

DR. SAMUEL ELIOT.

2. BAND — Overture, "The Bridal Rose," . . . *C. Lavallée.*

3. EXERCISE IN PHYSICS.

By a CLASS OF BOYS.

4. MUSICAL EXERCISES.

By the KINDERGARTEN CHILDREN.

5. EXERCISE IN GEOGRAPHY.

C. F. FORRESTER, W. A. MESSEY, and F. J. L. O'BRIEN.

6. READING BY THE TOUCH.

LOUISA WARRENER and MYRTIE A. ALDRICH Also
EDITH M. THOMAS, of the Kindergarten.

7. DUET FOR CLARINET AND CORNET — "Sing,

Smile, Slumber," *Gounod.*
JOHN F. MORRISON and JOHN J. CLARE.



LADIES' AUXILIARY AID SOCIETY.

A Ladies' Auxiliary Aid Society has been formed for the purpose of raising funds for current expenses, by annual subscriptions of one dollar and upwards. Branches of this society are being established in various parts of New England, and the friends of little sightless children are earnestly requested to become members. Annual subscriptions for current expenses may be sent to the treasurer of this organization, Mrs. J. L. Gardner, No. 152 Beacon Street, Boston.

MRS. E. C. AGASSIZ,	MRS. T. MACK,
MISS E. L. ANDREW,	MRS. R. T. PAINE,
MRS. WM. APPLETON,	MISS EDITH ROTCH,
MISS C. T. ENDICOTT,	MRS. ROGER WOLCOTT,
MISS S. B. FAY,	MRS. J. M. FORBES,
MRS. J. L. GARDNER,	

Ladies' Visiting Committee.

Applications for tickets were incessantly coming in, from the first announcement of these exercises up to the very hour of the performance; and the large hall was, as usual, well filled. On the platform were seated Mrs. Julia Ward Howe, Dr. Eliot and his daughter, Mrs. Morrison, Rev. James De Normandie, and Mr. Samuel T. Cobb; and of the board of trustees there were present Messrs. Dwight, Glover, Wales, Endicott, Temple, Thorndike and Heard.

At the close of Bach's fugue in G minor, played by C. A. W. Howland while the audience were taking

friends a cordial welcome.
these exercises before me
are perfectly aware what
illustrate the working of
never attended them, I have
what has been done to prepare
of usefulness and honor in this
hardly say, the blind as often
seeing, as far as relates to their
claim, and they have no such
They come to our school to
training; not as blind, not
a life of deprivation, but as children
whose claim to education is just
of other children whom he has

When the old prophet calls
on the Almighty, to bear witness
his first appeal is "to bring forth
I don't know that there can be
Power than that the blind shall see.
And here they come this afternoon
you, to show all who are interested
difficulties of their lot have been
prepared to enter into the great world
and to join with all the others."



The exercise in physics, which followed, consisted of an explanation of the parts and action of the steam engine, illustrated by a working model which was successfully operated by C. W. Holmes. In the musical exercises which came next the little kindergarten pupils delighted the audience by the quickness and correctness with which they recognized and named a succession of musical tones and chords struck, at random, on the piano. While the children were thus engaged, three lads were rapidly putting together a dissected map, which proved to be a map of Africa. Their recitation showed a considerable knowledge of the geography, history and government of the countries of central and the colonies of southern Africa, the recent discoveries, and other facts of interest.

The selections read from embossed books, by Myrtie A. Aldrich and Louisa Warrener, were given with fluency and with distinct and pleasing enunciation. The little children of the kindergarten constitute a pleasing feature of the Tremont Temple exercises; and at this first appearance of Edith Thomas she was warmly greeted, and her reading was followed with the liveliest interest. With the tiny fingers of one hand running swiftly along the lines, she caught every word of the story of hay making, while with the other hand she gave it to her teacher by the manual alphabet; the latter repeating it orally to the audience. The reading was accompanied with many pretty gestures, and won hearty and well-deserved applause. Several bouquets were received from friends in the audience, who evidently enjoyed little Edith's pleasure while she examined the flowers with the light and breezy touch of her delicate



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fingers. The first part of the programme ended with a duet for clarinet and cornet,—Gounod's, "Sing, Smile, Slumber,"—acceptably rendered by John F. Morrison and John J. Clare.

Some idea of the physical training given was apparent in the gymnastics and military drill with which Part II. was opened. A company of little boys, dressed in blue flannel suits and red neckties, performed a dumb-bell exercise. These were followed by a class of girls in white flannel dresses, who handled their silver wands gracefully and with precision; but the military drill executed by a class of sixteen youths elicited the heartiest applause. The trio sung by Misses Meleady and Jackson and Mr. Titus was highly commended; and at its close the youngest children were placed at little tables arranged along the front of the platform, and supplied with clay, which they used in modeling various articles connected with butter-making. While they were thus employed, Dr. Eliot addressed the audience in the following words:—

REMARKS OF DR. ELIOT.

You see before you the children seated at the tables, and those beyond them on the front seats of the platform. There are thirty-one children in the kindergarten to-day, and the kindergarten is full. There is one here this afternoon in addition to the thirty-one. He is included as a sort of supernumerary pupil of the kindergarten, but there is no room for him in the kindergarten at present. All told, there are thirty-two of these children under care. A year ago, at the expiration of the first year of the kindergarten, they were not here. A contagious disease having broken out in the house, it was impossible to bring them to the Temple to take part

in these exercises. But here they are to-day, and here they plead for themselves. It needs no argument from me, or from any one else, to prove to you or to this intelligent community, that little sightless children need special training, or that this special training needs a special endowment. Here are two facts as plain as day, and they need no enforcement from anybody.

You see, on the last page of your programme, the state of the kindergarten, financially speaking. You see that it still needs twenty thousand dollars to complete the endowment of one hundred thousand; and you see also that it needs a very large sum at present in order to provide for its actual expenses, and that to procure this sum the ladies have formed the Auxiliary Aid Society. This society has succeeded in obtaining about one quarter of the amount needed to meet the annual expenses of the kindergarten.

Now, my friends, here are the facts, here are the children, and here on this paper are the wants of the institution to which they belong. Can it ever be true that such an audience as this, filling this Temple this afternoon, will go away without carrying, each man and each woman, in their minds the settled purpose to perfect the endowment of the kindergarten for little sightless children, and to provide for the annual expenses of it until that endowment is completed? I should wrong your intelligence and your sympathy, I should wrong your Christian principle, if I doubted for a moment that every one of you will determine, at the end of these exercises, to do what is in his or in her power to sustain this great charity.

Two years ago we came here into this Temple and on this platform, and announced that the kindergarten building was completed, but that an endowment was still required; and now, at the end of two years, the corporation and trustees, the officers and friends of the kindergarten are still obliged to plead that the work be completed. Oh, my friends, take

it home with you, every one, bear it in your hearts, and make it sure that the enterprise, which has been begun in faith and in love of the children, shall never fail.

We are fortunate in having here this afternoon one who will plead this cause before you, one who will make up whatever is deficient in these brief statements of mine; and I need not ask your respectful and sympathetic attention to the Rev. James De Normandie, who will now speak in behalf of the kindergarten.

ADDRESS OF REV. JAMES DE NORMANDIE.

The part which I have been asked to take is to make an appeal in behalf of this school, this kindergarten for the blind, the work of whose pupils you have to-day witnessed, whose voices you have listened to, and whose progress you have marked with the amazement, the gratitude, the emotion I have seen in your countenances; children brought by the wonderful power of patient, wise, experienced training, out of a world of darkened vacancy to a world of helpfulness and activity, to a world if not of actual outward vision, to one of ever-increasing brightness and happiness.

But could any lips touched by the muse's inspiration or by an angel's grace plead with you as these little ones plead, that there may be every opportunity which advancing knowledge and increasing devotion can give for them to pursue their development, and for all sightless ones,—wherever they may be, born into the world without even one glance upon its beauty which is such a ceaseless joy to you and to me, or, with that one glance, by disease or accident soon turned into a fading memory,—to have the same opportunity.

One day, as I was walking past this school in the Roxbury district, soon after it was opened to its uses, I thought of what I once read in early Christian history; for you

know it is the glory of Christianity that its history has been a record of charity and beneficence toward the sick, the unfortunate, and the poor. Charity in its largest, broadest, deepest sense seems to have been the creation of Christianity, and the precepts and examples of Jesus and his followers aroused a sentiment of philanthropy which the older worships never knew,—a sentiment which has been spreading and growing more beneficent down to our day. Well, it was the aim of the early Christians to carry their gospel into practical life by establishing hospitals for the sick. I am not sure there was anything at all corresponding to them before the religion of Jesus came, with its words of helpfulness and healing. One of these institutions was established by St. Basil, near to the city of Cæsarea. It was for lepers, the victims of that loathsome disease, to alleviate which, only a few weeks since, we heard of a noble Catholic priest laying down his life. A writer of that day, speaking of that benevolent institution and its founder, says: “Take a walk out of the city and see that new city, that sanctuary of charity, that treasury where at his call come the superfluity of the rich, and what was necessary to the poor, to be deposited where thieves and moths and envy come not. Shall I compare with this edifice Thebes with its hundred gates, or Babylon, or the pyramids, or the colosseum, and all those monuments which have secured to their founders only a barren glory?” So, when I walk by this home for sightless little children, humble and unpretentious as it is, and when I think of what is going on within its homelike rooms, it seems to me to be touched by a glory which is wanting in all the grand monuments which have been reared to tell of victories man has gained, or even the temples where he worshipped: for here is the *religion* turned into *life*; here is the story of the good Samaritan re-told every day; here are the beatitudes written upon the lintels of its doors.

ner of the room with its ear
enough to reach to the earth
upon them when they did no
the Koran ; and this was all th
their arithmetic, their grammar.
Compare this with what is b
sweet singing, with this good i
these minds the sweet hymns a
and the best literature which ot
healthful physical training, with
when we see what these little ones
limitations, is it not enough to m
of the work we do without these
even with eyes, see as much or m

And when we think of that
Christendom, that marvellous triun
and genius and love and faith, wh
to the eternal things ; when we t
Edith Thomas and the rest, — whe
of the power of training of the
by that training fifty per cent., a
restored, and all the rest brought
it would take but a little step t
world burst upon them, is it too
that step may be taken ?

greater," and that every little blind Bartimeus begging for light may be gathered into such homes and find the hands which can anoint its eyes, and open them to the beauty of this world? Be that as it may, you see here from year to year what has been done. It is a promise of still greater things. It is a plea to open such opportunities to every sightless child. All such, wherever they may be, plead for it, Christianity pleads for it, humanity pleads for it.

I know full well the many appeals which come to us. There are those thousands of lifeless bodies and wretched homes and broken hearts in the valleys of Pennsylvania; there are the numberless, ceaseless charities which every day brings to light; and no deserving appeal comes to the great heart of Massachusetts in vain. What are we here for, we who are favored, but to meet them and seek them and answer them until they are satisfied? I know how nobly you have responded to this charity already. One looks over the list with moistened eye and a gratified heart, as if he were one of their beneficiaries; but yet we must appeal to you again. We want about twenty thousand dollars to make the fund self-supporting. We want it now. Here are two thousand persons. Ten dollars from each one would be enough. Cannot each young person raise that amount? Some can a great deal more. Let each one of us set aside that sum before the summer vacation begins. What are we here for, but to keep the divine law of proportion in what we do for ourselves and what we do for others? You are going to foreign lands to see what glorious monuments man has reared in the past, and you are going to wander among their ivy-covered ruins; you are going to see the works of man's art, the beautiful paintings and statues of the old artists; or you are going to your summer homes to watch each day the unwearying glory of the eternal ocean, or the forests on the mountain slope, or the pastures by the summer streams, or the sweet succession of the opening flowers and the

mellowing fruits. Before we go, let us send to the treasurer of this home what he needs to carry on the work. These little ones ask it; some fifty thousand in this country ask it; these patient, gifted teachers ask it; Jesus asks it, as he still says to us, "Inasmuch as ye have done it unto one of the least of these little ones, ye have done it unto me." We ask it not only for their benefit but for ours, the givers, that we may know more and more that that charity which helps others is like a fountain by the roadside, which stays the thirst of the passer-by, and yet is still full and flowing on.

The little children had now completed their modeling, and exhibited, in turn, and explained the uses of the various articles they had made,—a milk pail, a pan, a skimmer, a churn, a butter-worker, and finally a roll of butter. Then followed a hay-making game, after which the kindergarten orchestra, which Mr. Anagros said had only been started about a month, gave a very amusing entertainment with tambourine, dulcimer, triangle, drum, harmonica and clappers. Wagner's "Spinners' Chorus" was rendered by a choir of female voices, followed by the

VALEDICTORY BY MARY EUNICE FRENCH.

In this commencement month of the year, when all nature rejoices in freshness and beauty, and the perfume of many blossoms fills the air, our attention is called to the silent growth of the plants. They receive the warm sunshine and rain, imbibing from them and the earth the special elements adapted to their particular needs, changing and developing these elements into materials for their separate growth. As a result of this mysterious process, we have the unfolding of leaf and flower. So we, especially in our school days, which constitute the spring-time of our lives, receive lasting

impressions from our surroundings, drawing from books and companionship with cultured lives the elements necessary for healthy growth.

The result of this growth—the flower watched and waited for—is character, ever developing nearer to that beauty and symmetry which the rose reveals in its perfection; and, as that flower lives not for itself, but gives forth its fragrance to all, unsparingly, so the true character is not only constantly receiving, but constantly giving, exerting an influence, as subtle as the fragrance of the rose, upon the lives with which it comes in contact, making them better and happier.

A developed character has independence. It does not continually demand society, because it possesses in itself qualities which may be relied upon for instruction and recreation. Character, unlike the symbolic flower, is enduring; the world is its test. It cannot always remain sheltered within the school-room; the duties of life must be assumed, with the resolution bravely to face the storms, and to be true to the perceptions of right and wrong which it has cultivated.

There come in all lives periods made special by important changes, at which times, more than at others, the mind is occupied with reflections of the past and hopes for the future. It is with such feelings that we approach this occasion. In the past lie the happy days of our school life, with the many helpful friendships and pleasant associations which will remain with us, among whatever surroundings we may find our places. For the future our ambition pictures noble lives of usefulness. The school years which are closing have been preparing us for such lives, and we must not prove false to their teaching, but ever advance towards those heights of mind and soul which alone give perfect satisfaction.

To His Excellency the Governor, and the members of the Legislature of Massachusetts, and to the corresponding representatives of the several New England States, we extend

been in the school, and who has watched you directly and indirectly through every year of your studies; she who has lately celebrated her birthday, crowning a beautiful and beneficent career, is here to wish you well, and to join in the good wishes which we all desire to express to you.

Your valedictorian has just said that you look backward at this hour, that you remember how dear the school is to you, and how much you owe to it in these years that have passed away. I don't think that any of you can be in any haste to leave it. You have felt so deeply all that it has been to you, you have known so entirely all that it has done for you, that you cannot desire to part from it one moment sooner than it is reasonable and right for you to do. You do not part from it, although you become its graduates; you are still its members, and the school depends upon you in the years that are to come for loyal and faithful affection, for disinterested support, and for all that the graduates of the school alone can do to make it beneficent and prosperous and happy.

There was a mission in South Africa which the natives called "Esibani," "the place of the torch." They felt that in that mission there had been a light lit up for them to last through their lives. And I am sure that you will feel that in this school which you are leaving a light has been lit up for you, and that it places in your hands the responsibility of lighting up something to illumine the paths of others. Light is nothing if merely received. It must be given as well as received, to be entirely light, and no one who is content with receiving it alone is really illuminated; for the possession of anything in the way of truth, of knowledge, of hope, of faith, is a stimulus to give it to others, as a means of making their lives happy, as ours have been made happy.

ing, that it needs no great or exceptional powers to meet the destiny that is before you. God has given every one of us abundant power to do the special work that he brings us to do. There are drawbacks to us all, some without us and some within; but there is no doubt that they can all be overcome, and that, being overcome, they will help us to do a greater work than we could have done without overcoming them. A few years ago there died in this city a man whose success in life was, in a degree, owing to his being partly blind. He was one of our trustees, he was one of the early friends of this school, and while he lived he never ceased to take an interest in it. It was Prescott, the historian. He would never have written his histories, he would never have achieved the fame that was world-wide when he lived and lasts beyond his death, had it not been for the disadvantages, as the world calls them, that fell upon him when his sight was impaired. But he knew how to make use of his disadvantages, and to turn them to such account that they became priceless advantages in his life; and his life was what it was because of them, and because of the spirit in which he met them.

A few weeks ago we all read in the papers, and I have no doubt you heard, of that strange and inspiring scene in the waters of Samoa, when a great hurricane fell upon the island, and an English steamer alone was able to beat up against the wind and find safety in the open sea; and, as it passed an American man-of-war, struggling in vain with the hurricane, it heard from that ship the cheers which rang out from the sailors as they watched the Englishman fighting his way against the tempest. When the cheers had been given, the band of the American ship, the "Trenton," struck up the "Star-spangled Banner;" and so the ship went upon the reef to destruction. What an inspiration such a scene as that

is to us all; how it helps us to face the difficulties of life, to meet the storm and tempest as they come, and to prepare for the sunshine that is sure to follow. I wish no darkness to descend upon you; I wish no difficulties to lie in your path that you cannot surmount. But, if such do lie there, and if any shadow does fall upon you, may God give you grace so to meet the difficulties that they shall cease to be difficulties, and so to face the shadows that they shall cease to be shadows.

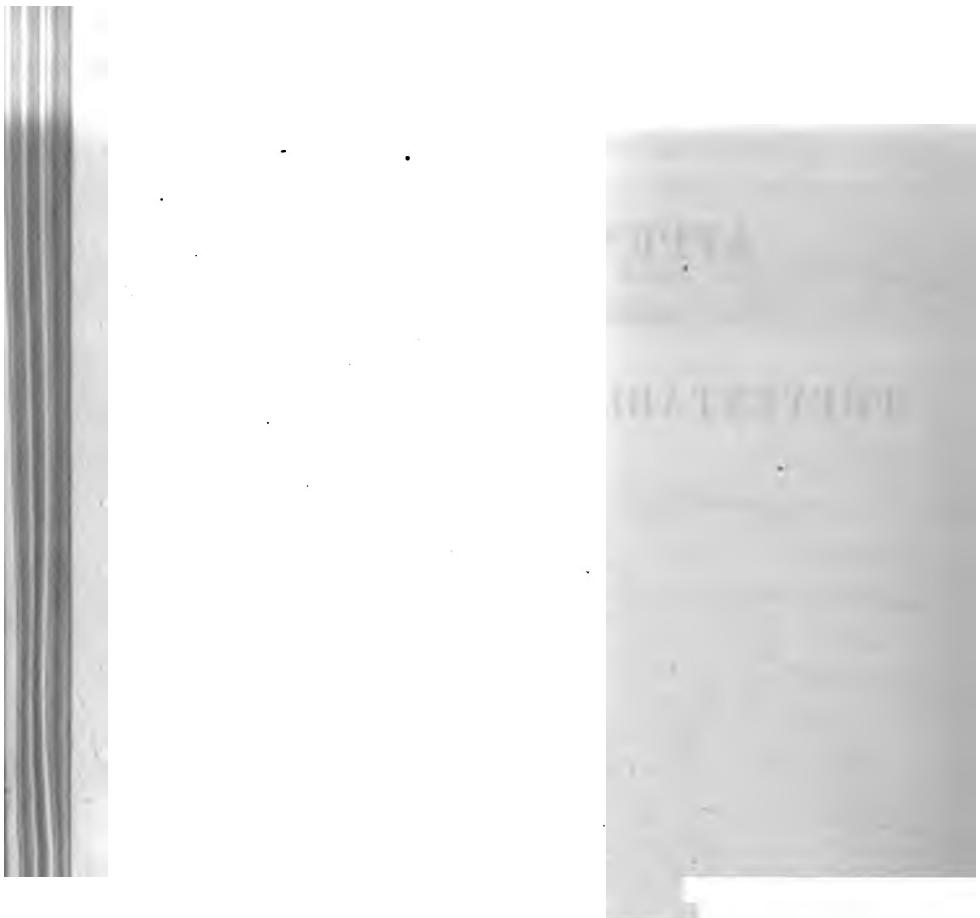
These diplomas are a gift, as I always say, of your director and your teachers. They come to you from them. They come to your hands with the best wishes and the earnest hopes and prayers of all these friends who have gathered here this afternoon.

The exercises were fitly closed with a chorus by Benedict, "Joy! Joy! Freedom to-day!"



APPENDIX B.

PREVENTABLE BLINDNESS.





PREVENTABLE BLINDNESS.

In the early part of the year Dr. Hasket Derby made a series of visits to this institution, for the purpose of investigating the causes of blindness, with the object of ascertaining how much is preventable. The results of this investigation are embodied in an article published in the "Boston Medical and Surgical Journal," of Oct. 24, 1889, under the title, "Some Causes of Preventable Blindness." By permission of the author, portions of this article, of especial interest in connection with this institution, are here reprinted.

According to the figures given by Dr. Lucien Howe, blindness in the United States increases at a rate out of proportion to that of the growth of the population. Between 1870 and 1880 the latter had increased 30.09 per cent., and the number of blind 140.78 per cent. The community is supposed to have been, in 1880, at a charge of between sixteen and seventeen millions of dollars for the support of these individuals.

A certain proportion of this loss of sight is, of course, preventable. Being desirous of estimating the relative number of such cases in our own community, I recently applied for permission to examine the inmates of the Perkins Institution for the Blind in South Boston. Mr. Anagnos very kindly placed at my disposition every possible facility, both at South Boston and at the kindergarten in Jamaica Plain. I was thus enabled to take notes of 183 cases, all but one of which I personally examined. The single exception was

absent at the time of my visit, but his recorded history left no doubt as to the cause of his loss of sight.

Following the classification of Magnus, I have divided these cases into four classes, and subdivided them as follows:—

I. CONGENITAL BLINDNESS.

Mikrophthalmus,	4
Megalophthalmus,	1
Cataract,	20
Choroiditis,	1
Atrophy of optic nerves,	9
Anomalies of cornea,	3
	— 38

II. BLINDNESS IN CONSEQUENCE OF IDIOPATHIC DISEASES OF EYE.

Blenorrhœa neonatorum,	34
Trachoma,	4
Blenorrhœa,	5
Disease of cornea,	1
Irido-choroiditis and cyclitis,	5
Choroiditis,	1
Separation of retina,	1
Idiopathic optic nerve atrophy,	4
	— 55

III. BLINDNESS OF TRAUMATIC ORIGIN.

Direct injury of the eyes,	9
Unsuccessful operations,	3
Injuries of the head,	16
Traumatic sympathetic ophthalmia,	12
	— 40

IV. BLINDNESS ATTRIBUTABLE TO GENERAL DISEASE.

Syphilis,	1
Brain (atrophy of optic nerves),	27
Typhoid,	1
Measles,	5
Scarlet fever,	16
	— 50

It is with the figures in the second class that we are more immediately concerned, and especially with those of blindness dependent on the ophthalmia of new-born children. There were 34 such cases out of 183, being a percentage of 18.6. This is, however, a smaller proportion than has been obtained by other observers, and can only be accounted for by the limited number of individuals I was able to examine. At the Sheffield School for the Blind, Mr. Snell found 38.3 per cent. blind from this cause, and observers in general estimate that some 30 per cent. of all blindness is due to this disease.

Even the examination at South Boston reveals the fact that at least one in every five of the inmates of the institution need not necessarily have ever come there. For it is an established fact that the ophthalmia of new-born children can, with few exceptions, be successfully prevented when there is reason to apprehend its occurrence. It is also not an exaggeration to claim that hardly a disease of the eye yields with more certainty to appropriate treatment.

So much for the principal factor that operates in causing preventable blindness. Of that from trachoma it is less necessary to speak, as that disease appears to be greatly decreasing in this community. The greater care used in the regulation of emigration, the gradual improvement in the housing and sanitary surroundings of the poor, and the discovery of Jequirity as a remedy, are all working such a change for the better that one is almost justified in looking forward to a time when "granular lids" will be a tradition of the past.

There is but one other cause of preventable blindness on which I wish briefly to dwell,—traumatic sympathetic ophthalmia; of which I found 12 cases at the Blind Asylum, something over 6 per cent. of all affections investigated. With young children the occasion for the occurrence of this disease is most frequently the wounding the other eye by forks, scis-



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sors and knives, carelessly left in their way. As it can be guarded against by the timely removal of the injured eye, it is certainly desirable that the indications for the performance of this operation should be familiar to the profession.

To sum up the results of my investigation, I found 34 cases of ophthalmia neonatorum, 4 of trachoma, and 12 of the results of sympathetic ophthalmia; together, 50 instances of preventable blindness; in all, 27 per cent. of the inmates of the South Boston Asylum who need never have gone there had they received suitable care or enlightened treatment at the proper time. To diminish such a percentage in the future, the more careful education of the present day will not alone suffice. Those who propose to follow the profession of nursing must also be properly instructed, and some degree of knowledge on these subjects be diffused in the community.



APPENDIX C.

LAURA D. BRIDGMAN.





spond to the needs of their time that they are called "providential" people. Dr. Howe's generous and impulsive youth had led him to take part in the desperate stand which Christianity in the East made against the barbarism of the Turk, backed by the diplomacy of western Europe. He was now in the full force of an energetic and self-contained manhood. Deep in his convictions, sober in his conclusions, cautious and patient in his methods, he was the very man to sit down before this beleaguered citadel, with the determination to use every device for its relief. The personage within was unknown to him and to all, save in her outer aspect. What were her characteristics? What her tendencies? If he should ever come to speech with her, would she prove to be fully and normally human? Would her spirit be amenable to the laws which govern the thoughts and conduct of mankind in general?

It must be said for the public, which became aware of this case and its progress, that it followed Dr. Howe's advance with the keenest interest. The appearance of his annual reports was waited for almost as are the numbers of a serial in a magazine. Much of this interest was no doubt inspired by an achievement so new and strange as was the imparting of language to a blind deaf mute. Deeper than the sympathy of the multitude was the earnest attention with which men of philosophic mind, all the world over, followed the development of this isolated intelligence. Francis Lieber, the eminent author of "Political Ethics and Hermeneutics," was one of those who gave much thought to Laura's case. Mr. Stanley Hall, in more recent times, has made it the foundation of some valuable studies.

If the man upon whom this task devolved had features of character which especially fitted him for its fulfilment, the time of which we speak was also one in which a new impulse had been given to education in many countries, and noticeably in our own. Our Puritan forefathers knew the value of public instruction, and provided for it in such measure as their means and attainments enabled them to do. But the practical education afforded by a democratic republican government in this favored land had brought to sight not only new and improved ways of reaching and assisting the immature mind, but also a more hopeful conception of its capacities. The study of phrenology, now little referred to, had its share in promoting this more sanguine view of human nature. Its analysis of men's moral and mental constitution was helpful and encouraging, even if the topical correctness of its delineations might be doubted. It appeared that defects of character, if explained, might in a great degree be remedied, while the ideal of a general harmony and correspondence between even the opposite traits of man's nature would stimulate the effort to keep all natural tendencies within the limits of their normal office. These views, not new in mental philosophy, were yet brought much nearer to the popular apprehension by the labors of Spurzheim and George Combe. Dr. Howe, while not literally following their mapping out of the human cranium, was yet aided in his work by the close observation of cranial outline and of physical temperament to which the perusal of these authors led him.

The phenomena of society are all penetrated by the spirit of the age. At the period now mentioned, the

old, autocratic aspect of learning began to give place to a more humane and democratic spirit. The sympathetic and generous side of culture insensibly put out of sight the forbidding assumption of scholastic pedantry. As the price of learning was soon to be that which every intelligent man could pay, so the reward of high attainment was no longer to be sought in personal honor and distinction, but in the joy of helping the common, every-day world to better its thinking and its doing.

The labors of Horace Mann in behalf of public education belong to this order and to this period. They entitle him to grateful remembrance in the community in which he became an apostle of rational culture. Mr. Mann, like Dr. Howe, was at once a practical and an ideal philanthropist, inspired with a deep enthusiasm which expressed itself in timely words, and still more in deeds of lasting benefit to humanity. Trained in the legal profession, he derived from it the clear and logical modes of thought which guided his public life. The proper treatment of the insane, the introduction of normal schools and of high-school education for girls, were matters to which he devoted many years of his life, with what result we need not here relate. The friendship which united these two noble men was intimate and lifelong. Each was to the other a source of inspiration. Both were strenuous opponents of every enslaving agency, and resolute advocates of principles truly republican. Dr. Howe always spoke of Mr. Mann with reverent affection. The writer remembers a certain very thorough overhauling of the public schools of Boston which was instituted by Dr. Howe, in his one year of service on the school board, and regarding

which Horace Mann once said, "Only an angel or Sam Howe could have done this."

So the little Laura's spiritual birth brought her within a milder atmosphere than that which pervaded the Boston of the Puritans. Many a dark shadow of intolerance had been chased away, many a cruel chain of doctrine broken, when she was brought into intelligent communion with the nineteenth century.

In Europe Dr. Howe's great services to humanity gained for him the friendship of the foremost spirits of his time. Thomas Carlyle, Charles Dickens, Florence Nightingale, Sydney Smith, Harriet Martineau, Maria Edgeworth — these persons held him in lifelong esteem, and in their brilliant circle he was again and again called upon to relate the story of the way in which the use of three letters, taught after months of weary endeavor on both sides, had opened to her who knew naught else, the door of all learning, of all hope.

This narrative belongs to the past. Laura Bridgman has followed her great teacher into the world of shadows, having reached and passed the meridian of life, on whose decline the silent messenger found her near the close of May last. The story is one which the world should not willingly let die. Already the wonders wrought in her case have been helpful to children similarly afflicted, and the tuition which, for her, was doubtful and experimental, is now almost as clearly defined and understood as other teaching is. I have only to mention in this connection the rapid progress made by the blind deaf mutes, Helen Keller and Edith Thomas, of whom the first, a child of nine years, in two and a half years' time has come to surpass the



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attainments of many seeing children of her age; while the progress of the second has been more rapid than that of Laura Bridgman at the corresponding period of instruction.

These reports preserve in the most genuine form the traces of the way which was so arduous to Laura and her instructor, and which was to be so full of cheering light to those who follow them. In reading these records, we may still see this angel of deliverance walking through the fields of knowledge with his timid pupil holding by his hand. Happier still is it to feel that this deliverance was effected in the person of one for many, and that education, overcoming every obstacle, can bring those who know no sight nor sound of this visible universe into the citizenship of the world, making them living and efficient members of the household of God on earth.

JULIA WARD HOWE.

REPORTS OF DR. HOWE ON LAURA BRIDGMAN.

The first account of Laura Bridgman appeared in the Sixth Annual Report of the institution, for the year 1837, and is as follows:—

Among the pupils who have entered during the last year, is one whose situation makes her an object of peculiar interest and lively sympathy; Laura Bridgman, a very pretty, intelligent, and sprightly girl, of eight years, is entirely blind, deaf, dumb, and almost entirely deprived of smell,* and has been so since her infancy. Here is a human soul shut up in a dark and silent cell; all the avenues to it are closed, except that of touch, and it would seem that it must be but a blank; nevertheless it is active, and struggling continually not only to put itself in communication with things without, but to manifest what is going on within itself. The child is constantly active; she runs about the house, and up and down stairs; she frolics with the other children, or plays with her toys; she dresses and undresses herself with great quickness and precision, and behaves with propriety at the table and everywhere; she knows every inmate of the house by the touch, and is very affectionate to them. She can sew and knit and braid, and is quite as active and expert as any of the rest of the children. But all this, interesting as it is, is nothing compared to the

* For all purposes of use she is without smell, and takes no notice of the odor of a rose, or the smell of cologne water, when held quite near her, though acrid and pungent odors seem to affect the olfactory nerve.

...
cult to say whether she disconnected with the reproved, and such an but certain it is, she will she will not eat an appl find, unless signs are m an evident pleasure in p The different states of her countenance, which v and pain, self-approbation is trying to study out a intense attention and thou

It was considered do would be possible to teac by which she could expres of others; it was deemed the experiment, and thus f articles, such as a knife, taken, and labelled with t was made to feel carefu pasted upon it; then the piece of paper, and she q the thing. Then, the nar separate label, she was i a number of other articles



peculiar gratification. Thus far no attention was paid to the component letters of the word; the next step was to ascertain the correctness of her notion, by giving her metal types with the separate letters on their ends; these she soon learned to arrange and to spell the word; for instance, the teacher would touch the child's ear, or put her hand on a book, then to the letters, and she would instantly begin to select the types and to set them in order in a little frame used for the purpose, and when she had spelled the word correctly, she would show her satisfaction and assure her teacher that she understood by taking all the letters of the word and putting them to her ear, or on the book.

She then learned the arrangement of the letters in the alphabet, and is now occupied in increasing her vocabulary of words. Having learned the alphabet and the arrangement of letters into words, which she associated with things, she was next taught the manual alphabet, as used by the deaf mutes; and it is a subject of delight and wonder to see how rapidly, correctly and eagerly she goes on with her labors. Her teacher gives her a new object, for instance, a pencil, first lets her examine it, and get an idea of its use, then teaches her how to spell it by making the signs for the letters with her own fingers; the child grasps her hand and feels of her fingers, as the different letters are formed, she turns her head a little one side, like a person listening closely, her lips are apart, she seems scarcely to breathe, and her countenance, at first anxious, gradually changes to a smile, as she comprehends the lesson. She then holds up her little fingers and spells the word in the manual alphabet; next takes her types and arranges her letters; and last, to make sure that she is right, she takes the whole of the types composing the word, and places them upon or in contact with the pencil, or whatever the object may be.

The process of teaching her is of course slow and tedious; the different steps to it must be suggested by her successive

attainments, for there are no precedents to go by;* but thus far the results have been most gratifying. She has not yet been long enough under instruction (four months only) to have got beyond the names of substances; the more difficult task of giving her a knowledge of names, expressive of qualities, feelings, etc., remains yet to be accomplished. No sure prognostic can be made, but much is to be hoped from the intelligence of the child, and the eager delight with which she lends all her attention, and the strong effort she evidently makes to gain new ideas; not from fear of punishment, or hope of reward, but from the pleasure which the exercise of the faculties confers upon her. No pains or expense will be spared in efforts to develop the moral and intellectual nature of this interesting child, and no opportunity lost of gathering for science whatever mental phenomena her singular case may furnish.

The most complete narrative of Laura's early years appears in the following appendix to the Ninth Annual Report, for the year 1840. It contains a brief extract from the first account of Laura; but, this account having already been given in full, the extract is not repeated. The appendix has been amplified by inserting, instead of extracts, the entire reports on this case made in 1838 and 1839, and the foot notes on page 160, in order to make this a complete history to the close of the year 1840.

* Julia Bracc, the deaf, dumb and blind girl, in the Institution for the Deaf Mutes, at Hartford, did not succeed in attaining a knowledge of the written signs significative of objects. Julia possessed her senses until the age of four years, and she is aided by a sense of smell, sharpened by practice, to the acuteness of the vulture, while Laura has it so imperfectly as that she may be said to be without smell. James Mitchell, whose case is noticed by Dugald Stewart and other philosophers, did not learn any system of arbitrary signs, nor is there any case on record of a person deprived of sight and hearing succeeding in doing so.

[Extract from Dr. Howe's report for the year 1840.]

APPENDIX A.

To the Trustees.

GENTLEMEN:—Laura Bridgman has become extensively known. Human sympathies are always ready to be poured out in proportion to the amount of human suffering. The privation of any one sense is supposed to be a dreadful calamity, and calls at once for our sympathy with the sufferer; but when a human being is known to be deaf, dumb, blind, without smell, and with imperfect taste, that being excites the tender compassion of all who feel, and becomes an object of great curiosity to those who reflect, as well as feel. When the supposed sufferer is a child,—a girl,—and of pleasing appearance, the sympathy and the interest are naturally increased.

Such is the case with our beloved pupil, Laura Bridgman; and so general is the interest which she has excited, and so numerous are the inquiries concerning her, that I have thought it would be showing proper respect to the public of this section of the country, to publish, in the next annual report, a short history of her case. It is true, an account of the manner of teaching her, and of her progress from year to year, has been given in the reports of 1838, '39, and '40. But those reports are seldom preserved; and hundreds of people have seen her for the first time during the last year. I therefore submit the following imperfect outline of her history.

She was born in Hanover, New Hampshire, on the twenty-first of December, 1829. She is described as having been a very sprightly and pretty infant, with bright blue eyes. She was, however, so puny and feeble,

until she was a year and a half old, that her parents hardly hoped to rear her. She was subject to severe fits, which seemed to rack her frame almost beyond its power of endurance, and life was held by the feeblest tenure; but, when a year and a half old, she seemed to rally; the dangerous symptoms subsided, and at twenty months old, she was perfectly well.

Then her mental powers, hitherto stinted in their growth, rapidly developed themselves; and during the four months of health which she enjoyed, she appears (making due allowance for a fond mother's account) to have displayed a considerable degree of intelligence.*

But suddenly she sickened again; her disease raged with great violence during five weeks, when her eyes and ears were inflamed, suppurated, and their contents were discharged. But though sight and hearing were gone forever, the poor child's sufferings were not ended; the fever raged during seven weeks; † "for five months she was kept in bed in a darkened room; it was a year before she could walk unsupported, and two years before she could sit up all day." It was now observed that her sense of smell was almost entirely destroyed; and, consequently, that her taste was much blunted.

It was not until four years of age that the poor child's bodily health seemed restored, and she was able to enter upon her apprenticeship of life and the world.‡

* An appendix to the Sixth Annual Report, which gives a similar, though less complete, account of Laura's infancy, says that "when she attained her second year she was more intelligent and sprightly than common children; she could already prattle some words, and had mastered the difference between A and B."

† During which time it is said that "she tasted not a morsel of food."

‡ In the same appendix it is stated that "as her health and strength began to be established, she learned to go about the house and manifested a desire to be employed; not by looks, for she was blind; not by words, for she was dumb. She could, it is true, for a time pronounce the few words she had before learned; but not hearing *the sound of her own voice*, she soon lost the command of her articulation; the sound answered not to the thought; the will lost command of the tongue; and the last articulate word she was ever heard to utter was, 'book!'"



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But what a situation was hers! The darkness and the silence of the tomb were around her: no mother's smile called forth her answering smile; no father's voice taught her to imitate his sounds; to her, brothers and sisters were but forms of matter which resisted her touch, but which differed not from the furniture of the house, save in warmth and in the power of locomotion, and not even in these respects from the dog and the cat.

But the immortal spirit which had been implanted within her could not die, nor be maimed nor mutilated; and though most of its avenues of communication with the world were cut off, it began to manifest itself through the others. As soon as she could walk, she began to explore the room, and then the house; she became familiar with the form, density, weight and heat, of every article she could lay her hands upon. She followed her mother, and felt of her hands and arms, as she was occupied about the house; and her disposition to imitate led her to repeat everything herself. She even learned to sew a little, and to knit.

Her affections, too, began to expand, and seemed to be lavished upon the members of her family with peculiar force.

But the means of communication with her were very limited; she could only be told to go to a place by being pushed; or to come to one by a sign of drawing her. Patting her gently on the head signified approbation; on the back, disapprobation.

She showed every disposition to learn, and manifestly began to use a natural language of her own; she had a sign to express her idea of each member of the family; as drawing her fingers down each side of her face, to allude to the whiskers of one; twirling her hand around, in imitation of the motion of a spinning wheel, for another; and so on. But, although she received all the



the mode and condition of existence, of anything. The former would have been easy, but very ineffectual; the latter seemed very difficult, but, if accomplished, very effectual: I determined, therefore, to try the latter.

The first experiments were made by taking articles in common use, such as knives, forks, spoons, keys, etc., and pasting upon them labels with their names printed in raised letters. These she felt of very carefully, and soon, of course, distinguished that the crooked lines *spoon* differed as much from the crooked lines *key*, as the spoon differed from the key in form.

Then small, detached labels, with the same words printed upon them, were put into her hands; and she soon observed that they were similar to the ones pasted on the articles. She showed her perception of this similarity by laying the label *key* upon the key, and the label *spoon* upon the spoon. She was here encouraged by the natural sign of approbation, patting on the head.

The same process was then repeated with all the articles which she could handle; and she very easily learned to place the proper labels upon them. It was evident, however, that the only intellectual exercise was that of imitation and memory. She recollects that the label *book* was placed upon a book, and she repeated the process, first from imitation, next, from memory, with no other motive than the love of approbation, and apparently without the intellectual perception of any relation between the things.

After a while, instead of labels, the individual letters were given to her on detached pieces of paper: they were arranged side by side, so as to spell *book*, *key*, etc.; then they were mixed up in a heap, and a sign was made for her to arrange them herself, so as to express the words *book*, *key*, etc., and she did so.

Hitherto, the process had been mechanical, and the success about as great as teaching a very knowing dog, a

seizing upon a new line
almost fix upon the i
her mind, and spread
that the great obstacle
nothing but patient at
ward efforts were to be

The result, thus far,
ceived; but not so wa
apparently unprofitable
effected.

When it was said ab
intended to say that th
teacher, she feeling of h
motion.

The next step was to p
the different letters of th
also a board, in which we
she could set the types,
could alone be felt above

Then, on any article bei
a pencil or a watch,—she
and arrange them on her l
ent pleasure.

She was exercised for
her vocabulary 100

cumbrous apparatus of the board and types. She accomplished this speedily and easily, for her intellect had begun to work in aid of her teacher, and her progress was rapid.

This was the period, about three months after she had commenced, that the first report* of her case was made.

The whole of the succeeding year was passed in gratifying her eager inquiries for the names of every object which she could possibly handle; in exercising her in the use of the manual alphabet; in extending by every possible way her knowledge of the physical relations of things; and in taking proper care of her health.

At the end of the year a report of her case was made, as follows:—

It may be remembered that, in the report of the last Board, particular mention was made of a deaf, dumb and blind girl, named Laura Bridgman, then a pupil, and promise was given of further notice of her case.

It has been ascertained, beyond the possibility of doubt, that she cannot see a ray of light, cannot hear the least sound, and never exercises her sense of smell, if she has any. Thus her mind dwells in darkness and stillness, as profound as that of a closed tomb at midnight. Of beautiful sights, and sweet sounds, and pleasant odors, she has no conception; nevertheless she seems as happy and playful as a bird or a lamb; and the employment of her intellectual faculties, the acquirement of a new idea, gives her a vivid pleasure, which is plainly marked in her expressive features. She never seems to repine, but has all the buoyancy and gaiety of childhood. She is fond of fun and frolic, and, when playing with the rest of the children, her shrill laugh sounds loudest of the group.

When left alone, she seems very happy if she has her knitting or sewing, and will busy herself for hours; if she has no occupation, she evidently amuses herself by imaginary dialogues, or recalling past impressions; she counts with her fingers, or spells out names of things which she has recently learned, in the man-

* See p. 155.

run, etc., in the present, past, and future tense; she connects adjectives with nouns to express their qualities: she introduces verbs into sentences and connects them by conjunctions; for instance, a gentleman having given her an apple, she said, *man give Laura sweet apple*. She can count to high numbers; she can add and subtract small numbers.

But the most gratifying acquirement which she has made, and the one which has given her the most delight, is the power of writing a legible hand, and expressing her thoughts upon paper; she writes with a pencil in a grooved line, and makes her letters clear and distinct.

She was sadly puzzled at first to know the meaning of the process to which she was subjected, but, when the idea dawned upon her mind, that by means of it she could convey intelligence to her mother, her delight was unbounded. She applied herself with great diligence, and in a few months actually wrote a legible letter to her mother, in which she conveyed information of her being well, and of her coming home in ten weeks. It was indeed only the skeleton of a letter; but still it expressed, in legible characters, a vague outline of the ideas which were passing in her mind. She was very impatient to have the *man* carry this letter, for she supposed that the utmost limit of the post-office department was to employ a man to run backward and forward between our institution and the different towns where the pupils live, to fetch and carry letters.

* * * * *

She has improved very much in personal appearance, as well as in intellect; her countenance beams with intelligence; she is always active at study, work, or play; she never repines, and most of the time is gay and frolicsome.

She is now very expert with her needle, she knits very easily, and can make twine bags and various fancy articles very prettily. She is very docile, has a quick sense of propriety, dresses herself with great neatness, and is always correct in her deportment. In short, it would be difficult to find a child in the possession of all her senses, and the enjoyment of the advantages that wealth and parental love can bestow, who is more contented and cheerful, or to whom existence seems a greater blessing than it does to this

bereaved creature, for whom the sun has no light, the air no sound, and the flowers no color or smell.

For the method of teaching her, and for further particulars of her case, we refer you to Appendix B.

APPENDIX B.

The account given in the report of Laura Bridgman, though sufficiently minute for conveying an idea of her situation and acquirements, is not sufficiently so for those who regard her case as interesting and important in a psychological point of view.

Such persons are assured that careful observations continue to be made, with a view to ascertaining the order of developments and the peculiar character of her intellectual faculties. The result will probably be made public; meantime, the following general observations, added to those in the last reports, will serve to make out a general continuous history of the case.

Having mastered the manual alphabet of the deaf mutes, and learned to spell readily the names of everything within her reach, she was then taught words expressive of positive qualities, as hardness, softness; and she readily learned to express the quality, by connecting the adjective hard or soft with the substantive; though she generally followed what one would suppose to be the natural order in the succession of ideas, placing the substantive first.

It was found too difficult, however, then, to make her understand any general expression of quality, as hardness, softness, in the abstract. Indeed, this is a process of mind most difficult of performance to any, especially to deaf mutes.

One of her earliest sentences after learning the adjectives was this: she had found the matron ill, and understood that her head pained her, so she said, "*Smith head sick—Laura sorry.*"

Next she was put to the positive expression of relation to place, which she could understand. For instance, a ring was taken and placed *on* a box, then the words were spelled to her, and she repeated them from imitation. Then the ring was placed *on* a hat, and a sign given her to spell; she spelled *ring on box*; but, being checked, and the right words given, she immediately began to exercise her judgment, and, as usual, seemed intently thinking. Then the same was repeated with a bag, a desk, and a

great many other things, until, at last, she learned that she must name the thing *on* which the article was.

Then the same article was put *into* the box, and the words *ring in box* given her; this puzzled her for many minutes, and she would make mistakes; for instance, after she had learned to say correctly whether the ring was *on* or *in* a box, a drawer, a hat, a bucket, etc., if she were asked where is house, or matron, she would say *in box*. Cross-questioning, however, is seldom necessary to ascertain whether she really understands the force of the words she is learning; for when the true meaning dawns upon her mind, the light spreads to her countenance.

In this case the perception seemed instantaneous, and the natural sign by which she expressed it was peculiar and striking: she spelled *o n*, then laid one hand *on* the other; then she spelled *into*, and inclosed one hand *within* the other.

Some idea of the difficulty of teaching her common expressions, or the meaning of them, may be found from the fact that a lesson of two hours upon the words *right* and *left* was deemed very profitable, if she in that time really mastered the idea.

No definite course of instruction can be marked out, for her inquisitiveness is so great that she is very much disconcerted if any question which occurs to her is deferred until the lesson is over. It is deemed best to gratify her, if her inquiry has any bearing on the lesson; and often she leads her teacher far away from the objects he commenced with. For instance, picking up a nail in one of her lessons, she instantly asked its name, and it being spelled, she was dissatisfied, and thought the teacher had made a mistake, for she knew *nail* stood for her finger nail; and she was very anxious to go to headquarters, to be sure the teacher was right.

She often asks questions which unfortunately cannot be satisfactorily answered to her, for it is painful to excite such a vivid curiosity as now exists in her mind, and then balk it. For instance, she once asked with much eagerness why one arrangement of letters was not as good as another to express the name of a thing; as, why *tac* should not express the idea of the animal, as well as *cat*. This she expressed partly by signs and partly by words, but her meaning was perfectly clear; she was puzzled, and wished an explanation.

An extract from the diary kept by her instructor will give an idea of her manner of questioning:—

DECEMBER 3.

Spent one hour in giving Laura an idea of the meaning of the words *left* and *right*. She readily conceived that left hand meant *her* left hand, but with difficulty generalized the term. At last, however, she caught the idea, and eagerly spelled the names of her arms, hands, fingers, feet, ears, etc., as they were touched, and named them, right or left, as might be; suddenly pausing, however, and looking puzzled, she put her finger on her *nose*, and asked if that were left or right; thus she continually puzzles one; but such is her eagerness to find out one's meaning, such a zealous co-operation is there on her part, that it is a delightful task to teach her.

Uses to-day freely the prepositions *in* and *on*; she says teacher sitting *in* sofa: do not dare to correct her in such cases of anomalous usage of the preposition, but prefer to let her be in error, than shake her faith in a rule given; the corrections must be made by and by; the sofa having sides, she naturally says *in*.

In her eagerness to advance her knowledge of words and to communicate her ideas, she coins words, and is always guided by analogy. Sometimes her process of *word-making* is very interesting; for instance, after some time spent in giving her an idea of the abstract meaning of *alone*, she seemed to obtain it, and understanding that being *by one's self* was to be alone, or *al-one*. She was told to go to her chamber, or school, or elsewhere, and return *alone*; she did so, but soon after, wishing to go with one of the little girls, she strove to express her meaning thus, "Laura go *al-two*."

The same eagerness is manifested in her attempts to define for the purpose of classification; for instance, some one giving her the word *bachelor*, she came to her teacher for a definition; she was taught that men who had wives were *husbands*, those who had none, *bachelors*; when asked if she understood, she said "*man no have wife bachelor—Tenny bachelor*"; referring to an old friend of hers. Being told to define *bachelor*, she said "*bachelor, no have wife and smoke pipe*." Thus she considered the individual peculiarity of smoking, in one person, as a specific mark of the *species bachelor*. Then, in order to test her knowledge of the word, it was said by her teacher, "Tenny has got no wife; what is Tenny?" She paused, and then said, "Tenny is wrong!"

The word widow being explained to her, a woman whose husband is dead, and she being called upon to define, she said, "*widow is woman, man dead and cold*," and eked out her meaning by sinking down and dropping her hand, to signify *in the ground*. The two last words she added herself, they not having been in the definition; but she instantly associates the idea of *coldness* and *burial* with death. Her having acquired any idea of death was not by the wish of her teacher, it having been his intention to reserve the subject until such a development of her reason should be attained as would enable him to give a correct idea of it. He hopes still, by aid of the analogy of the germination and growth of plants, to give her a consoling hope of resurrection, to counterbalance the almost instinctive dread of death. She had touched a dead body before she came to the institution.

She easily acquired a knowledge and use of active verbs, especially those expressive of *tangible action*; as, to walk, to run, to sew, to shake. At first, of course, no distinction could be made of mood and tense; she used the words in a general sense, and according to the order of her *sense of ideas*; thus, in asking some one to give her bread, she would first use the word expressive of the leading idea, and say, "*Laura, bread, give*." If she wanted water, she would say "*Water, drink, Laura*." Soon, however, she learned the use of the auxiliary verbs, of the difference of the past, present and future tense; for instance, here is an early sentence, "*Keller is sick—when will Keller well*;" the use of *be* she had not acquired.

Having acquired the use of substantives, adjectives, verbs, prepositions and conjunctions, it was deemed time to make the experiment of trying to teach her to *write*, and to show her that she might communicate her ideas to persons not in contact with her.

It was amusing to witness the mute amazement with which she submitted to the process, the docility with which she imitated every motion, and the perseverance with which she moved her pencil over and over again in the same track, until she could form the letter. But when at last the idea dawned upon her, that by this mysterious process she could make other people understand what she thought, her joy was boundless. Never did a child apply more eagerly and joyfully to any task than

she did to this, and in a few months she could make every letter distinctly, and separate words from each other.

The following anecdote will give an idea of her fondness for teasing, or innocent fun or mischief. Her teacher, looking one day unobserved into the girls' play-room, saw three blind girls playing with the rocking-horse. Laura was on the crupper, another in the saddle, and a third clinging on the neck, and they were all in high glee, swinging backward and forward as far as the rockers would roll. There was a peculiarly arch look in Laura's countenance,—the natural language of sly fun. She seemed prepared to give a spring, and suddenly when her end was lowest, and the others were perched high in the air, she sidled quickly off upon the floor, and down went the other end so swiftly as to throw the girls off the horse. This Laura evidently expected, for she stood a moment convulsed with laughter, then ran eagerly forward with outstretched hands to find the girls, and almost screamed with joy. As soon, however, as she got hold of one of them, she perceived that she was hurt, and instantly her countenance changed; she seemed shocked and grieved, and, after caressing and comforting her playmate, she found the other, and seemed to apologize by spelling the word *wrong*, and caressing her.

When she can puzzle her teacher, she is pleased, and often purposely spells a word wrong with a playful look; and, if she catch her teacher in a mistake, she bursts into an ecstasy of laughter.

When her teacher had been at work giving her an idea of the words carpenter, chair maker, painter, etc., in a generic sense, and told her that blacksmith made *nails*, she instantly held up her fingers, and asked if blacksmith made them, though she knew well he did not.

With little girls of her own age she is full of frolic and fun, and no one enjoys a game at *romps* more than Laura.

She has the same fondness for a dress, for ribbons, and for finery as other girls of her age, and, as a proof that it arises from the same amiable desire of pleasing others, it may be remarked that whenever she has a new bonnet or any new article of dress, she is particularly desirous to go to meeting, or to go out with it. If people do not notice it, she directs their attention

by placing their hands upon it. Generally she indicates her preference for such visitors as are the best dressed.

She is so much in company with blind persons that she thinks blindness common; and, when first meeting persons, she asks if they are blind, or she feels of their eyes. She evidently knows that the blind differ from seeing persons, for when she shows blind persons anything, she always puts their fingers on it.

She seems to have a perception of character, and to have no esteem for those who have little intellect. The following anecdote is significant of her perception of character, and shows that from her friends she requires something more than good-natured indulgence.

A new scholar entered school, a little girl about Laura's age. She was very helpless, and Laura took great pride and great pains in showing her the way about the house, assisting her to dress and undress, and doing for her many things which she could not do for herself. In a few weeks it began to be apparent, even to Laura, that the child was not only helpless, but naturally very stupid, being almost an idiot. Then Laura gave her up in despair, and avoided her, and has ever since had an aversion to being with her, passing her by as if in contempt. By a natural association of ideas she attributes to this child all those countless deeds which Mr. *Nobody* does in every house; if a chair is broken or anything misplaced, and no one knows who did it, Laura attributes it at once to this child.

It has been observed before that she is familiar with the processes of addition and subtraction in small numbers. Subtracting one number from another puzzled her for a time, but by help of objects she accomplished it. She can count and conceive objects to about one hundred in number; to express an indefinitely great number, or more than she can count, she says, *hundred*. If she thought a friend was to be absent many years, she would say, "Will come hundred *Sundays*," meaning weeks. She is pretty accurate in measuring time, and seems to have an intuitive tendency to do it. Unaided by the changes of night and day, by the light, or the sound of any timepiece, she nevertheless divides time accurately.

With the days of the week, and the week itself as a whole, she is perfectly familiar; for instance, if asked what day it will



be in fifteen days more, she readily names the day of the week. The day she divides by the commencement and end of school, by the recesses, and by the arrival of meal-times.

She goes to bed punctually at seven o'clock, and of her own accord. For some time after she came under our charge she had some one to put her to bed every night; but soon it was thought best to send her alone, and that she might not wait for any one, she was left alone one evening and she sat until quite late, a person watching her; and at last she seemed to form her resolution suddenly,—she jumped up and groped her way up to bed. From that time to this she has never required to be told to go to bed, but, at the arrival of the hour for retiring, she goes by herself.

Those persons who hold that the capacity of perceiving and measuring the lapse of time is an innate and distinct faculty of the mind, may deem it an important fact that Laura evidently can measure time so accurately as to distinguish between a half and a whole note of music. Seated at the pianoforte, she will strike the notes in a measure quite correctly.*

There is no doubt that practice will enable her to subdivide time still more minutely. Possibly some attach an undue degree of importance to this power of measuring time, considered in a metaphysical point of view; for any one may make the same experiment upon himself, and, by stopping his ears and closing his eyes, will find he can measure time, or the *duration of his sensation*, and know which of two periods is longest; nevertheless, we shall continue carefully to note the phenomena in the case of Laura, for the benefit of whom they may concern.

It is interesting in a physiological point of view, to know the effect of the deprivation of three senses upon the remaining two. The sense of smell being destroyed, it seems a curious question whether the effect upon the organ of taste is general or particular; that is, whether the taste is blunted generally, and for all things alike, or whether one kind of savority is more affected than another. To ascertain this, some experiments have been tried, but as yet not enough to enable one to state

* Two measures, composed of quarter and eighth notes occurring in different order, were cited by Dr. Howe in illustration.

confidently the results in minute distinction. The general conclusions are these:—

Acids seem to make vivid and distinct impression upon the taste, and she apparently distinguishes the different degrees of acidity, better than of sweetness or bitterness. She can distinguish between wine, cider and vinegar, better than substances like manna, liquorice and sugar. Of bitters she seems to have less perception, or indeed hardly any: for, on putting powdered rhubarb into her mouth, she called it *tea*; and on one saying *no*, and telling her to taste *close*, she evidently did try to taste it, but still called it tea, and spit it out, but without any contortion or any indication of its being particularly disagreeable.

Of course she has a repugnance to this kind of experiments and it seems almost imposing upon her good nature to push them very far; we shall, however, be soon able to ascertain certainly how far she can distinguish different sapid bodies. Those who are curious in the physiology of the taste know that the highest degree of *gusto*, or the acme of pleasure, is not obtained until just as the morsel has slipped over the glottis, and is on its way beyond power of recall down the oesophagus. This seems to be a wise precaution of nature to prevent the stomach being cheated of its due; for, if the highest degree in pleasure of eating could be obtained without absolutely swallowing the morsel, the epicure could have an exhaustless source of pleasure, and need never degenerate into the *gourmand*.

Some physiologists, who have speculated upon this subject, consider that this final climax of the pleasure of taste is produced by a fine aroma, which, rising from the morsel, and mounting up the fauces, pleasantly titillates the ramifications of the olfactory nerve. The fact that, when we have a cold in the head and the fauces are obstructed, the taste is blunted, seems to bear out this supposition; but, from some observations in Laura, one would be inclined to think that some other cause must contribute to the effect.

She appears to care less for the process of mastication than deglutition; and probably it is only the necessity of mechanical trituration of food which induces her to go through with it, before hastening to the pleasant part of swallowing. Now, as



the imperfection of smell impairs the taste in the tongue and palate during mastication, it should have the same effect in deglutition, supposing this theory to be correct; but it seems not to be so, else Laura would have little inducement to swallow, save to fill a vacuity of stomach. Now, it seems doubtful whether the feeling of vacuity of stomach, strictly speaking, would show a child the road for the food, or whether it would not be as likely to stuff bread into its ear, as into its mouth, if it had no pleasurable sensation in tasting; and, further, if the pleasurable sensation did not increase and tempt to deglutition, it is doubtful whether hunger or vacuity of stomach alone would teach a child to swallow the chewed morsel. On the whole, she seems to care less for eating than most children of her age.

With regard to the sense of touch, it is very acute, even for a blind person. It is shown remarkably in the readiness with which she distinguishes persons; there are forty inmates in the female wing, with all of whom of course Laura is acquainted; whenever she is walking through the passageways, she perceives by the jar of the floor, or the agitation of the air, that some one is near her, and it is exceedingly difficult to pass her without being recognized. Her little arms are stretched out, and the instant she grasps a hand, a sleeve, or even part of the dress, she knows the person, and lets them pass on with some sign of recognition.

The innate desire for knowledge, and the instinctive efforts which the human faculties make to exercise their functions, are shown most remarkably in Laura. Her tiny fingers are to her as eyes, and ears, and nose, and most deftly and incessantly does she keep them in motion; like the feelers of some insects which are continually agitated, and which touch every grain of sand in the path, so Laura's arms and hands are continually in play; and when she is walking with a person she not only recognizes everything she passes within touching distance, but, by continually touching her companion's hands, she ascertains what he is doing. A person walking across a room, while she had hold on his left arm, would find it hard to take a pencil out of his waistcoat pocket with his right hand, without her perceiving it.

Her judgment of distances and of relations of place is very

— *use against a good boy*

The constant and tiresome
very accurate knowledge of
if a new article, a bundle,
anywhere in the apartment
but a short time before in
it, and from something above
whom it belonged.

She perceives the approach
the air striking her face; :
those who tread hard, and ja

At table, if told to be still
propriety; handles her cup,
so that a stranger looking
pretty child with a green ribt

But, when at liberty to do
feeling of things, and ascertain
use; asking their names and
satisfiable curiosity, step by step
her active mind, though all si
by means of her one sense w
innate craving for knowledge

Qualities and appearances, whi
are to her of great significa
these her knowledge of exte
will in time become extensive

If the same success shall be
nature as has followed that of
faculties, great will be the re
will be the results to follow



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She had attained, indeed, about the same command of language as common children of three years old. Of course, her power of expression is by no means equal to her power of conception; for she has no words to express many of the perceptions and sensations which her mind doubtless experiences.

I shall now notice such of the phenomena that I have remarked in her case during the last year, as seem most striking and important. I shall divide these into physical, intellectual and moral.

Her health has been very good. She has not grown much in height, but her frame has filled out.

A perceptible change has taken place in the size and shape of her head; and, although unfortunately the measurement taken two years ago has been mislaid, every one who has been well acquainted with her notices a marked increase in the size of the forehead. She is now just eleven years old; and her height is four feet, four inches and seven-tenths. Her head measures twenty inches and eight-tenths in circumference, in a line drawn around it, and passing over the prominences of the parietal and those of the frontal bones; above this line the head rises one inch and one-tenth, and is broad and full. The measurement is four inches from one orifice of the ear to the other; and from the occipital spine to the root of the nose, it is seven inches.

Nothing has occurred to indicate the slightest perception of light or sound, or any hope of it; and, although some of those who are much with her suppose that her smell is more acute than it was, even this seems very doubtful. It is true that she sometimes applies things to her nose, but often it is merely in imitation of the blind children about her; and it is unaccompanied by that peculiar lighting up of the countenance, which is observable whenever she discovers any new quality in an object.

It was stated in the first report that she could perceive very pungent odors, such as that of cologne; but it seemed

to be as much by the irritation they produced upon the nervous membrane of the *nares*, as by any impression upon the olfactory nerve. It is clear that the sensation cannot be pleasurable, nor even a source of information to her respecting physical qualities; for, such is her eagerness to gain any information, that, could smell serve her, she would exercise it incessantly.

Those who have seen Julia Brace, or any other deaf and blind person, could hardly fail to observe how quickly they apply every thing which they feel, to the nose; and how, by this incessant exercise, the smell becomes almost incredibly acute. Now, with Laura this is not the case; she seldom puts a new thing to her nose; and, when she does, it is mechanically, as it were, and without any interest.

Her sense of touch has evidently improved in acuteness; for she now distinguishes more accurately the different undulations of the air, or the vibrations of the floor, than she did last year. She perceives very readily when a door is opened or shut, though she may be sitting at the opposite side of the room. She perceives also the tread of persons upon the floor.

Her mental perceptions, resulting from sensation, are much more rapid than they were; for she now perceives, by the slightest touch, qualities and conditions of things similar to those she had formerly to feel long and carefully for. So, with persons, she recognizes her acquaintances in an instant, by touching their hands or their dress; and there are probably fifty individuals, who, if they should stand in a row, and each hold out a hand to her, would be recognized by that alone.

The memory of these sensations is very vivid, and she will readily recognize a person whom she has once thus touched. Many cases of this kind have been noticed; such as a person shaking hands with her, and making a peculiar pressure with one finger, and repeating this on his second

visit, after a lapse of many months, being instantly known by her. She has been known to recognize persons whom she had thus simply shaken hands with but once, after a lapse of six months.

This is not more wonderful, indeed, than that one should be able to recall impressions made upon the mind through the organ of sight, as when we recognize a person of whom we had but one glimpse a year before; but it shows the exhaustless capacity of those organs of sense which the Creator has bestowed, as it were, in reserve against accidents, and which we usually allow to lie unused and unvalued.

The progress which she has made in intellectual acquirements can be fully appreciated by those only who have seen her frequently. The improvement, however, is made evident by her greater command of language, and by the conception which she now has of the force of parts of speech which last year she did not use in her simple sentences; for instance, of pronouns, which she has begun to use within six months. Last spring, returning fatigued from her journey home, she complained of a pain in her side, and, on being asked what caused it, she used these words, "*Laura did go to see mother; ride did make Laura side ache, horse was wrong, did not run softly.*" If she were now to express the same thing, she would say, "*I did go to see mother; ride did make my side ache.*" etc. This will be seen by an extract from her teacher's diary of last month:—

DECEMBER 18.

To-day Laura asked me, "What is voice?" I told her, as well as I could, that it was an impression made upon another when people talk with their mouth. She then said, "*I do not voice.*" I said, "Can you talk with your mouth?" "*No.*" "Why?" "*Because I am very deaf and dumb.*" "Can you see?" "*No, because I am blind; I did not talk with fingers when I came with my mother, Doctor did teach me on fork,—what was on*

"*fork?*" I told her paper was fixed on forks. She then said, "*I did learn to read much with types; Doctor did teach me in nursery. Drusilla was very sick all over.*"

The words here given (and indeed in all cases) are precisely as she used them; for great care is taken to note them at the time of utterance. It will be observed that she uses the pronoun, personal and possessive; and, so ready is she to conceive the propriety of it, and the impropriety of her former method, that, upon my recently saying, "Doctor will teach Laura," she eagerly shook my arm to correct me, and told me to say, "*I will teach you.*" She is delighted when she can catch any one in an error like this; and she shows her sense of the ludicrous by laughter, and gratifies her innocent self-esteem by displaying her knowledge.

It will be observed that these words are all spelled correctly; and, indeed, her accuracy in this respect is remarkable. She requires to have a word spelled to her only once, or twice at most, and she will seldom fail to spell it right ever afterwards.

I will give some sentences such as she was accustomed to use about the commencement of the past year, and contrast them with those of later date. Riding in the stage coach with her teacher over a rough road, she said, "*Laura will say to man horse will run softly, —horse is wrong.*" Sitting at breakfast, she asked, "*Who did make egg?*" Ans. — "*Hen.*" "*With foot?*" Ans. — "*No.*" "*Laura do love egg; hen will make more.*"

Here are some of her sentences of a more recent date, and subsequently to her learning the use of pronouns, the numbers of nouns, etc. Being surprised, lately, that I had not examined her for some time, she stopped short in her lesson, and said to her teacher, "*Doctor is not glad that I can cipher good;*" being asked why, she said, "*Because he*

does not wish me to show him sum." She was told I was busy, and had gone to the city; she said, "*Horse will be much tired to go to Boston all days.*"

She easily learned the difference between the singular and plural form, but was inclined for some time to apply the rule of adding *s*, universally. For instance, at her first lesson she had the words *arm, arms, hand, hands, etc.*, then, being asked to form the plural of *box*, she said *boxs, etc.*, and for a long time she would form the plural by the general rule, as *lady, ladys, etc.*

One of the girls had the mumps; Laura learned the name of the disease, and soon after she had it herself, but she had the swelling only on one side; and, some one saying, "*You have got the mumps,*" she replied quickly, "*No, no; I have mump.*"

She was a long time in learning words expressive of comparison; indeed, her teacher quite despaired of making her understand the difference between good, better and best, after having spent many days in the attempt. By perseverance, however, and by giving her an idea of comparative sizes, she was at last enabled to use comparisons pretty well. She seemed to attach to the word *large*, when connected with an object, a substantive meaning, and to consider it a specific name of the particular thing. The same difficulty perhaps occurs with common children, only we do not notice it: children merely observe at first; comparison comes later; and perhaps few girls of six years old can be made to have a clear idea of the power and signification of the word *or*, which, insignificant as it seems, has been a stumbling block to Laura up to this day.

With pronouns, she had very little difficulty. It was thought best, at first, to talk with her as one does with an infant; and she learned to reply in the same way, — "*Laura want water; give Laura water;*" but she readily learned to substitute the pronoun, and now says, "*Give me water; I*

In this process, too, clumsy irregularities of words, *jump*, *jumped*; i idea of the mode of for she came to the word *seed*, in the imperfect; a dinner, she asked if it was *ate*, she seemed to transposition of letters , for she laughed heartily.

The eagerness with which was very delightful; for, teacher for more words, it too common scene, where where the coaxing, and sc boot, often fail to force an shape. But Laura is always has prepared, beforehand to her teacher; for instances, she came one morning she knew the present form,

The most recent exercise which require attention to or as *remember*, *forget*, *expect*, have been experienced in the but they have been so far s words of this kind . . .

and *I forget*, this memorandum was made of her second lesson on the same words: Q.—“What do you remember you did do last Sunday?” Ans.—“*I remember not to go to meeting*,” meaning that she did not go to meeting. “What do you remember you did do on Monday?” Ans.—“*To walk in streets, on snow.*” This was correct. Q.—“What do you remember you did do in vacation?” Ans.—“*What is vacation?*” This was a new word to her; she had been accustomed to say, “*When is no school,*” or “*When girls go home.*” The word being explained, she said, “*I remember to go to Halifax;*” meaning that she did go to Halifax, which was true. Q.—“What do you remember you did in vacation before?” Ans.—“*To play with Olive, Maria, and Lydia;*” these were the girls who had been her companions.

Wishing to make her use the word *forget*, I pushed the questions back to periods which she could not recall. I said, “What did you do when you were a little baby?” she replied, laughing, “*I did cry,*” and made the sign of tears running down her cheeks. “What did you *say?*” (no answer); “did you talk with fingers?” “No” (very decidedly). “Did you talk with mouth?” (a pause). “What did you *say* with mouth?” “*I forgot.*” I then quickly let her know that this was the proper word, and of the same force as, “I do not remember.”

Thinking this to be a good opportunity of testing her recollection of her infancy, many questions were put to her; but all that could be learned satisfactorily was, that she could recollect lying on her back, and in her mother’s arms, and having medicines poured down her throat; or, in her own words, “*I remember mother to give me medicines,*”—making the signs of lying down, and of pouring liquids down the throat.

It was not until after she had learned a few words of this kind that it was possible to carry her mind backwards to her infancy; and, to the best of my judgment, she has

no recollection of any earlier period than the long and painful illness in which she lost her senses. She seems to have no recollection of any words of prattle which she might have learned in the short respite which she enjoyed from bodily suffering.

Her idea of oral conversation, it seems to me, is, that people make signs with the mouth and lips, as she does with her fingers. Thus far, her progress in the acquisition of language has been such as one would infer, *a priori*, from philosophical considerations; and the successive steps have been nearly such as Monboddo supposed were taken by savages in the formation of their language. But it shows clearly how valuable language is, not only for the *expression* of thought, but for aiding mental development, and exercising the higher intellectual faculties.

When Laura first began to use words, she evidently had no idea of any other use than to express the individual *existence* of things, as book, spoon, etc. The sense of touch had of course given her an idea of their existence, and of their individual characteristics, but one would suppose that specific differences would have been suggested to her also; that is, that, in feeling of many books, spoons, etc., she would have reflected that some were large, some small, some heavy, some light, and been ready to use words expressive of the specific or generic character. But it would seem not to have been so, and her first use of the words great, small, heavy, etc., was to express merely individual peculiarities; *great book* was to her the double name of a particular book; *heavy stone* was one particular stone; she did not consider these terms as expressive of *substantive* specific differences, or any differences of quality; the words *great* and *heavy* were not considered abstractly, as the name of a general quality, but they were blended in her mind with the name of the objects in which they existed. At least, such seemed to me to be the case, and it was not

until some time after that the habit of abstraction enabled her to apply words of generic signification in their proper way.

This view is confirmed by the fact, that, when she learned that persons had both individual and family names, she supposed that the same rule must apply to inanimate things, and asked earnestly what was the other name for chair, table, etc.

Several of the instances which have been quoted will show her disposition to form her words by rule, and to admit of no exceptions; having learned to form the plurals by adding *s*, the imperfect by adding *ed*, etc., she would apply this to every new noun or verb; consequently, the difficulty hitherto has been greater, and her progress slower, than it will be, for she has mastered the most common words, and these seem to be the ones that have been most broken up by the rough colloquial usage of unlettered people.

The notice of her intellectual progress has thus far related to her acquisition of language, and this, to her, was the principal occupation; other children learn language by mere imitation and without effort; she has to ask, by a slow method, the name of every new thing; other children use words which they do not understand, but she wishes to know the force of every expression. Her knowledge of language, however, is no criterion of her knowledge of things, nor has she been taught mere words. She is like a child placed in a foreign country, where one or two persons only know her language, and she is constantly asking of them the names of the objects around her.

The moral qualities of her nature have also developed themselves more clearly. She is remarkably correct in her deportment, and few children of her age evince so much sense of propriety in regard to appearance. Never, by any possibility, is she seen out of her room with her dress dis-

ordered; and if by chance any spot of dirt is pointed out to her on her person, or any little rent in her dress, she discovers a sense of shame, and hastens to remove it. She is never discovered in an attitude or an action at which the most fastidious would revolt, but is remarkable for neatness, order and propriety.

There is one fact which is hard to explain in any way; it is the difference of her deportment to persons of different sex. This was observable when she was only seven years old. She is very affectionate, and, when with her friends of her own sex, she is constantly clinging to them, and often kissing and caressing them; and when she meets with strange ladies, she very soon becomes familiar, examines very freely their dress, and readily allows them to caress her. But with those of the other sex it is entirely different, and she repels every approach to familiarity. She is attached, indeed, to some, and is fond of being with them; but she will not sit upon their knee, for instance, or allow them to take her round the waist, or submit to those innocent familiarities which it is common to take with children of her age.

This circumstance will be variously explained by those who have formed theories on the subject; and the inference from it, of a natural feeling of delicacy, will be opposed by some with the fact of the want of delicacy in savages. It will be denied, too, by those who have arrived at that extreme of refinement which seems to approach the primitive state; who choose that dress shall not be covering, even in promiscuous assemblies; and who there shrink not from the dizzying dance, in which

"Round all the confines of the yielded waist,
The strangest hand may wander, undisplaced."

But, against the evidence unfavorable to its existence, which is to be drawn from customs, whether of savage life, or of

the *haut-ton*, may be opposed that of this unsophisticated child of nature, *valeat quantum*.

The fact is merely noticed for the consideration of others; its opposite should have been as unhesitatingly announced, had it existed.

She seems to have, also, a remarkable degree of conscientiousness for one of her age; she respects the rights of others, and will insist upon her own.

She is fond of acquiring property, and seems to have an idea of ownership of things which she has long since laid aside, and no longer uses. She has never been known to take anything belonging to another; and never, but in one or two instances, to tell a falsehood, and then only under strong temptation. Great care, indeed, has been taken, not to terrify her by punishment, or to make it so severe as to tempt her to avoid it by duplicity, as children so often do.

When she has done wrong, her teacher lets her know that she is grieved, and the tender nature of the child is shown by the ready tears of contrition, and the earnest assurances of amendment, with which she strives to comfort those whom she has pained. When she has done anything wrong, and grieved her teacher, she does not strive to conceal it from her little companions, but communicates it to them, tells them "*it is wrong*," and says, "*Doctor cannot love wrong girl*."

When she has any nice thing given to her, she is particularly desirous that those who happen to be ill, or in any way afflicted, should share with her, although they may not be those whom she in other circumstances particularly loves; nay, even if it be one whom she dislikes. She loves to be employed in attending the sick, and is most assiduous in her simple attentions, and tender and endearing in her demeanor.

It has been remarked, in former reports, that she can distinguish different degrees of intellect in others, and that she

soon regarded almost with contempt a new-comer, when, after a few days, she discovered her weakness of mind. This unamiable part of her character has been more strongly developed during the past year. She chooses for her friends and companions those children who are intelligent, and can talk best with her; and she evidently dislikes to be with those who are deficient in intellect, unless, indeed, she can make them serve her purposes, which she is evidently inclined to do. She takes advantage of them, and makes them wait upon her, in a manner that she knows she could not exact of others; and in various ways she shows her Anglo-Saxon blood.

She is fond of having other children noticed and caressed by the teachers, and those whom she respects; but this must not be carried too far, or she becomes jealous. She wants to have her share, which, if not the lion's, is the greater part; and, if she does not get it, she says, "*My mother will love me.*"

Her tendency to imitation is so strong, that it leads her to actions which must be entirely incomprehensible to her, and which can give her no other pleasure than the gratification of an internal faculty. She has been known to sit for half an hour, holding a book before her sightless eyes, and moving her lips, as she has observed seeing people do when reading.

She one day pretended that her doll was sick, and went through all the motions of tending it, and giving it medicine; she then put it carefully in bed, and placed a bottle of hot water to its feet, laughing all the time most heartily. When I came home, she insisted upon my going to see it, and feel its pulse; and when I told her to put a blister to its back, she seemed to enjoy it amazingly, and almost screamed with delight.

Her social feelings and her affections are very strong; and when she is sitting at work, or at her studies, by the side

of one of her little friends, she will break off from her task every few moments, to hug and kiss her with an earnestness and warmth which is touching to behold.

When left alone, she occupies and apparently amuses herself, and seems quite contented; and so strong seems to be the natural tendency of thought to put on the garb of language, that she often soliloquizes in the *finger language*, slow and tedious as it is. But it is only when alone that she is quiet; for, if she becomes sensible of the presence of any persons near her, she is restless until she can sit close beside them, hold their hand, and converse with them by signs.

She does not cry from vexation and disappointment, like other children, but only from grief. If she receives a blow by accident, or hurts herself, she laughs and jumps about, as if trying to drown the pain by muscular action. If the pain is severe, she does not go to her teachers or companions for sympathy, but, on the contrary, tries to get away by herself, and then seems to give vent to a feeling of spite, by throwing herself about violently, and roughly handling whatever she gets hold of. Twice only have tears been drawn from her by the severity of pain, and then she ran away, as if ashamed of crying for an accidental injury. But the fountain of her tears is by no means dried up, as is seen when her companions are in pain, or her teacher is grieved.

In her intellectual character, it is pleasing to observe an insatiable thirst for knowledge, and a quick perception of the relations of things. In her moral character, it is beautiful to behold her continual gladness, her keen enjoyment of existence, her expansive love, her unhesitating confidence, her sympathy with suffering, her conscientiousness, truthfulness and hopefulness.

No religious feeling, properly so called, has developed itself, nor is it yet time, perhaps, to look for it; but she

suffered to him who is also omniscient, and her love
love! Until then, I shall
effort, to incur the risk of
would be alike unworthy of
peace. I should fear that
way too common with ch
worthy and sometimes grossly
sequently developed reason
to correct.

I have thus far confined
phenomena* which this re
related the facts, and each
telligent visitors of the inst
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and such phenomena, and ex
tioned me respecting her re
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There seems to have bee
or innate moral principles; t
Condillac and others, consid
innate intellectual *dispositio*
dispositions, not derived, as
from the exercise of intelle
dent in their existence as th
selves. I shall be easily unde

dispositions, in contradistinction to innate ideas, by those who are at all conversant with metaphysics; but, as this case excites peculiar interest, even among children, I may be excused for explaining.

We have no innate ideas of color, of distance, etc.; were we blind, we never could conceive the idea of color, nor understand how light and shade could give knowledge of distance. But we might have the innate disposition, or internal adaptation, which enables us to perceive color, and to judge of distance; and, were the organ of sight suddenly to be restored to healthy action, we should gradually understand the natural language, so to call it, of light, and soon be able to judge of distance, by reason of *our innate disposition or capacity*.

So much for an intellectual perception. As an example of a moral perception, it may be supposed, for instance, that we have no innate idea of God, but that we have an innate disposition, or adaptation, not only to recognize, but to adore him; and, when the idea of a God is presented, we embrace it, because we have that internal adaptation which enables us to do so.

If the idea of a God were innate, it would be universal and identical, and not the consequential effect of the exercise of causality; it would be impossible to present him under different aspects. He would not be regarded as Jupiter, Jehovah, Brahma; we could not make different people clothe him with different attributes, any more than we can make them consider two and two to make three, or five, or any thing but four.

But, on the other hand, if we had no *innate disposition* to receive the idea of a God, then could we never have conceived one, any more than we can conceive of time without a beginning; then would the most incontrovertible evidence to man of God's existence have been wanting,—viz., the internal evidence of his own nature.

According to Locke' faculties of this child the limitation of her ser from intellectual disposi be innate. He thinks n can only be so by an ex

Now, the *sensations* of her touch, and constant does she fall behind ot sensations which she exp of her thought, how inf intellect! But her mor remarkably acute; few scrupulously conscientious rights or regardful of the

Can any one suppose, dispositions, such effects c moral lessons? For, even given to her, would they no ground? Her moral sens not at all dependent upon are not perceived, indeed and she may feel them ev

These observations wil question, which is freque she be taught the exister and her obligations to h

there does) the innate capacity for the perception of this great truth, it can probably be developed, and become an object of intellectual perception, and of firm belief. I trust, too, that she can be made to conceive of future existence, and to lean upon the hope of it, as an anchor to her soul in those hours when sickness and approaching death shall arouse to fearful activity the instinctive love of life, which is possessed by her in common with all. But, to effect this,—to furnish her with a guide through life, and a support in death, much is to be done, and much is to be avoided.

None but those who have seen her engaged in the task, and have witnessed the difficulty of teaching her the meaning of such words as *remember*, *hope*, *forget*, *expect*, will conceive the difficulties in her way; but they, too, have seen her unconquerable resolution, and her unquenchable thirst for knowledge; and they will not condemn as visionary such pleasing anticipations.

I hope that funds will be provided to enable me to procure some intellectual person who will devote her whole time to Laura, and that I shall not be obliged to depend so much upon those who have other duties. Hitherto, the plan of her education has been most faithfully seconded by the teachers of the institution, to whom great credit is due; especially to Miss Drew, whose unwearied patience and ever-watchful kindness are the more meritorious, because their value can never be conceived by their unfortunate object.

By her teachers, then, and by all concerned, the attempt to develop the whole nature of this interesting being will be continued with all the zeal which affection can inspire; it will be continued, too, with a full reliance upon the innate powers of the human soul; and with an humble confidence that it will have the blessing of Him who hears even the young ravens when they cry.

All of which is respectfully submitted,

SAM'L G. HOWE.

[Extract from Dr. Howe's Report for the year 1841.]

APPENDIX A.

GENTLEMEN:—This interesting child has continued through the past year to make rapid progress in the acquisition of knowledge. She seems, indeed, to advance in a geometrical ratio, for every step which she takes aids her in that which is to follow. She has now become so well acquainted with language that she can comprehend and use all the parts of speech; and, although her vocabulary is still very small, it is so perfectly familiar as to be to her exactly what speech is to others,—the vehicle for thought. She labored for a long time under a difficulty like that experienced by persons learning a foreign language; she had to make an effort to recall the sign with which she was to associate an idea; but now the association is not only spontaneous and immediate, but, as with others, apparently necessary. As, when we see an object,—a house, or a dog,—we invariably think of the words *house*, *dog*—so everything with which Laura comes in contact is instantly suggestive of its name in her finger language.

Moreover, every thought that flashes through our minds is so intimately associated with language as to seem inseparable from it; for, although it is true that we do not always embody the thought in language, yet we think of the words; and, when we are intently engaged or interested, then we are apt to express the emotion by an audible sign,—by words. A person looking earnestly for anything that is lost, on suddenly finding it, will think of the words, “I’ve found it,” or “Here it is,” or “How glad I am!” and perhaps he will utter them aloud. So, with Laura, I doubt not that every thought instantly and spontaneously suggests the finger language—the signs with which it is associated; for, if she be intently engaged by herself, her



fingers are moving, and, as it were, mechanically forming the letters, though so swift and fleeting are the motions that no eye can trace them. I have often arrested her when thus soliloquizing, and asked her to tell me distinctly what she had been saying to herself; and she has laughed, and sometimes said, "*I cannot remember;*" at other times, by a strong mental effort, she has recalled the fleeting thoughts, and repeated them slowly. Visitors are sometimes amazed that her teachers can read the words as she forms them on her fingers; for, so swift and varied are the motions, that they can see them only as they see indistinctly the spokes of a wheel in rapid motion; but, as by increase of motion, these separate spokes disappear, or are seen but as one, so do the motions of Laura's fingers, when she is talking rapidly to herself, become confused and illegible even to those most conversant with them.

Another proof of the spontaneous connection between her thoughts and these arbitrary signs is the fact that, when asleep, and disturbed by dreams, her fingers are at work, and doubtless uttering her thoughts irregularly, as we murmur them indistinctly in broken slumbers.

Some philosophers have supposed that speech, or the utterance of thought by vocal signs, was a human invention,—a selection by man's wisdom of this particular form of communicating thought, in preference to any other form, as that of motions of the hand, fingers, etc.; and they suppose that a community might be formed with a valuable language, and yet without an audible sound. The phenomena presented by deaf mutes, however, contradict this supposition, if I rightly understand them. So strong seems the tendency to utter vocal sounds, that Laura uses them for different persons of her acquaintance whom she meets, having a distinct sound for each one. When, after a short absence, she goes into the sitting room, where there are a dozen blind girls, she embraces them by turns, uttering



sign occurs first, and is finger language, because utters these sounds or names in answer to a question rather than spelled the name — many times, when I think I do not think to spell her name, her, in the next room, making I hastened to her, and asked “Because I think how she very much.”

This is not inconsistent at first, — that she associates readily with finger language; that tendency of the human mind to attach a kind of symbol; that auditory suggestion that suggests the avenue is blocked up, the ear will be gratified in some other way.

I do not doubt that I could express her thoughts, to a certain extent, by signs; but it would have to be a language; it would have been done, in a few years, what it will take ages to effect.

Some persons, who are deaf mutes, have expressed their thoughts



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deaf and dumb. I believe this is true; and it confirms what I think might be inferred *a priori*; viz., that the finger language should be used as much as possible in teaching the mutes, rather than the natural signs, or pantomime. I am aware that I am treading on delicate ground; that the subject involves very nice metaphysical considerations, and has an important bearing upon the whole subject of deaf mute instruction, of which I by no means pretend to be a competent judge; nevertheless, I trust I shall not be deemed presumptuous, if I throw out such thoughts as Laura's case has suggested, in the hope that they may be of some service to others.

The language of natural signs is swift in the conveyance of meaning; a glance or a gesture will transmit thought with lightning-like speed, that leaves spoken language a laggard behind. It is susceptible, too, of great improvement, and, when highly cultivated, can express almost every variety of the actor's thought, and call up every emotion in the beholder's mind; it is like man in his wild state,—simple, active, strong, and wielding a club; but spoken language, subtle, flexible, minute, precise, is a thousand times more efficient and perfect instrument for thought; it is like civilized man,—adroit, accomplished, well-trained, and armed with a rapier.

But it is too late to discuss the comparative merit of vocal language, and the language of natural signs, or pantomime; all the world, except the deaf mutes, use the first; the mutes are clearly in the minority, and must yield; the majority will not talk to them in the language of natural signs; they must, therefore, make themselves as familiar as possible with arbitrary language, in order to commune with other minds; and to enable them to have this familiar communion, is, I believe, the principal object aimed at in all good schools for the deaf and dumb. But I understand that the educated deaf mutes, generally, are

little disposed to talk in alphabetic language; that there are very few of them who, after they leave school, make much use of it; and that moreover, they are not fond of reading, although they have learned to read, and understand what they read, pretty well; they prefer to use the natural signs as a medium for the reception and communication of thought, *because they are most intimately associated with, and suggested by, the thought.* If a deaf mute wishes to say to you, "*He is my friend,*" he hooks his two fingers together; the thought of his friend instantly and spontaneously connects itself with this sign; and if he is obliged to express it to you, he can do so only by *translating* this sign into the finger language, and spelling the words, "*He is my friend.*" Now, it seems to me both feasible and desirable to make the finger language so familiar to him, so perfectly vernacular, that his thoughts will spontaneously clothe themselves in it. Why are words in the finger language so familiarly connected with thought by Laura Bridgman? Because she could use but few natural signs, or but little pantomime; and she has been prevented by her teachers from using even that little, so that the current of her thoughts, forced in a different direction, has worn for itself a channel, in which it flows naturally and smoothly.

Common children learn a spoken language from their mothers, brothers and sisters, and companions; and it becomes their vernacular. They go to school, and learn to substitute for these audible signs certain printed characters, so that, when they see them, they shall suggest the audible signs,—that is, they learn to read; but they never read with pleasure until the sight of the printed words suggests easily, and without effort, the audible signs. Persons who have learned to read, late in life, or who are little accustomed to read, pronounce every word aloud as they go along; if they are a little familiar with reading, they merely move the lips without uttering the audible signs; and it is only when very

familiar with the mechanical process that the eye glances along the page, and the mind takes in the sense rapidly; but even then it is doubtful if the sight of a word, for instance, *horse*, does not immediately suggest the audible sound, rather than the picture of the animal. At any rate, it is very important that a familiar use of the written signs of audible sounds should be had early in life, in order that reading may be pleasant or profitable afterwards.

Deaf mute children, of their own accord, make a few natural signs; they learn some others from imitation, and thus form a rude language, which, on going to school, is amplified and systematized, and which is used with their companions and teachers, until it becomes their vernacular. They learn, at the same time, to use common language in their classes; that is, they learn to read, to write, and to make sentences by spelling words with their fingers; *but this does not come to them vernacular*; they are like seeing children learning a foreign language; they read, write, and speak in it to their teacher, but the moment they are out of school they resort to the language of natural signs,—of pantomime. When they go away from school, they will not speak in the arbitrary language of signs any more than common children will speak in French, when they can make themselves understood by others; they will not read common books any more than other children, imperfectly acquainted with French, will read in French books. Now, as, to oblige a common child to learn French, I would place him in circumstances where he would be required to use it continually, so I would place the dumb child in such circumstances that he would be obliged to use the finger alphabet, writing and reading, until the language should become to him *vernacular*; until the thought of a *horse*, for instance, should instantly be associated in his mind, not with the motion of his two fore-fingers imitating the ears of the animal, but with the word *horse*. Laura has been thus placed by nature;

were she only deaf and dumb, she would acquire by imitation the natural signs used by others, and use them herself; but, being blind, she cannot see them, and her teachers carefully abstain from giving her any.

Doubtless, had she not come so early under instruction, she would have formed a number of natural signs; and probably these would have been an obstacle to her progress in learning arbitrary signs. Her little companion in misfortune, Oliver Caswell, was twelve years old when he came under instruction; he had begun to use natural signs; and it is pretty clear that the possession of them, by enabling him to express a few of his wants, lessens his eagerness to acquire the arbitrary signs by which Laura expresses so clearly her thoughts. He, however, begins to perceive the usefulness of the arbitrary signs, and is every day asking of Laura, and of others, the names of things.

I shall first give an account of what may be called her physical condition, and its attendant phenomena. She has had almost uninterrupted health, and has grown in stature and strength. She is now tall of her age, well-proportioned, and very strong and active. The acuteness of her touch, and of the sense of feeling generally, has increased sensibly during the last year. She can perceive when any one touches a piano in the same room with her; she says, "*Sound comes through the floor to my feet, and up to my head.*" She recognizes her friends by the slightest touch of their hands, or of their dress. For instance, she never fails to notice when I have changed my coat, though it be for one of the same cut, color, and cloth; if it is only a little more or less worn than the usual one, she perceives it, and asks, "*Why?*" It would appear that in these perceptions she employs not only the sense of touch, but derives great assistance from what Brown would call a sixth sense; viz., the sense of muscular resistance. Aided by both of these, she has acquired surprising facility in ascertaining

the situation and relation of things around her. Especially is it curious to see how accurate is her perception of the direction or bearing of objects from her; for by much practice and observation she has attained, to some extent, what the bee and some other insects have in such perfection by instinct,—the power of going straight toward a given point, without any guide or landmark. For instance, when she is told to go from any part of the room to a particular door or window, she goes directly and confidently on, not groping, or feeling the walls; she stops at the right instant, raises her hand in the right direction, and places it upon the door-knob, or whatever point she may have aimed at. Of course it is not supposed that she can exercise this power when she is in a new place, but that she has attained great facility in ascertaining her actual position in regard to external things.

I am inclined to think that this power is much more common than is usually supposed, and that man has the desire and the capacity of knowing all the relations of *outness* (to use a word of Berkeley) so strongly marked as almost to deserve the name of a primitive faculty. The first impulse, on waking in the morning, is to ascertain where we are; and, although the effort to ascertain it may not be apparent in common cases, yet, let a person be turned round when he is asleep, and see how instantaneously on waking he looks about to ascertain his position; or, if he is lying awake in the dark, and his bed should be turned round, see how difficult it would be for him to go to sleep without stretching out his hand to feel the wall, or something by which the desire in question may be gratified. Swing a boy round till he is dizzy; look at a girl stopping giddy from the waltz, or a person who has been playing blind man's buff, and has just raised the handkerchief, and mark how, by holding the head, as if to steady it, and eagerly looking around, the first and involuntary effort of each one is to ascertain the relations of *outness*. If it

has ever occurred to the reader to fall asleep lying on his back, with his arms crossed under his head, and to have them *get asleep*, or become benumbed, he will recollect his consternation on waking, at the thought that his arms were cut off; and his strange sensation, when by a violent effort he has raised himself, and the two limbs fall dead and lead-like upon his thighs; that sensation, then, confined to the arms, if extended all over the body, would be the one we should have if the nerves upon the surface of the body gave us no impression in regard to external things, even of the atmosphere. Who could be easy a moment if he had no notion of what he was sitting or standing upon, or any perception or idea of being supported and surrounded by material objects!

Laura (or any blind child), if taken up in a person's arms, carried into a strange room, and placed in a chair, could not resist the inclination to stretch out her hands, and ascertain, by feeling, the relations of space and objects about her. In walking in the streets, she endeavors to learn all she can of the nature of the ground she is treading on; but she gives herself up generally to her leader, clinging very closely to her. I have sometimes, in play, or to note the effect, suddenly dropped her hand, when she was in a strange place, and started out of her reach, at which she manifested, not fear, but bewilderment and perplexity.

I have said she measures distances very accurately; and this she seems to do principally by the aid of what Brown calls the sixth sense, or muscular contraction, and perhaps by that faculty to which I have alluded above, by which we attend to the relations of *outness*. When we ascend a flight of steps, for instance, we measure several steps with the eye; but, once having got the gauge of them, we go up without looking, measure the distance which we are to raise the foot, even to the sixteenth of an inch, by the sense of contraction of the muscles; and that we measure accurately, is proved when we come to a step that is but a trifle higher or lower than the rest, in which case we stumble.

I have tried to ascertain her mode of estimating distance, length, etc., by drawing smooth, hard substances through her hand. When a cane, for instance, is thus drawn through her hand, she says it is long or short, *somewhat* according as it is moved with more or less rapidity,—that is, according to the *duration of the impression*;* but I am inclined to think she gets some idea of the rapidity of the motion even of the smoothest substances, and modifies her judgment thereby.

I have tried to excite the dormant senses, or to create impressions upon the brain, which resemble sensations, by electricity and galvanism, but with only partial success. When a galvanic circuit is made by pressing one piece of metal against the mucous membrane of the nose, and another against the tongue, the nerves of taste are affected, and she says it is like medicine.

The subject of dreaming has been attended to, with a view to ascertain whether there is any spontaneous activity of the brain, or any part of it, which would give her sensations resembling those arising from the action of light, sound, etc., upon other persons; but, as yet, without obtaining positive evidence that there is any. Further inquiry, when she is more capable of talking on intellectual subjects, may change this opinion; but now it seems to me that her dreams are only the spontaneous production of sensations similar to those which she experiences while awake (whether preceded or accompanied by any cerebral action, cannot be known). She often relates her dreams, and says, “*I dreamed to talk*”- with a person, “*to walk with one*,” etc. If asked whether she talked with her mouth, she says, “*No*,” very emphatically; “*I do not dream to talk with mouth; I dream to talk with fingers*.” Neither does she ever dream of *seeing* persons, but only of meeting them in

* Brown seems satisfied by saying, in explanation of many similar phenomena, that we judge of length by the duration *in time* of successive sensations; but he only gets down from the elephant to the tortoise; for he is by no means successful in explaining how we get an idea of lapse of time.

her usual way. She came to me, the other morning, with a disturbed look, and said, "*I cried much in the night because I did dream you said good-bye to go away over the water.*" In a word, her dreams seem, as ours do, to be the result of the spontaneous activity of the different mental faculties producing sensations similar in kind to our waking ones, but without order or congruity, because uncontrolled by the will.

Experiments have been tried, so far as they were deemed perfectly innocent and unobjectionable, to ascertain whether strong magnets, magnetic tractors, or animal magnetism, have any effect upon her, but without any apparent result. These are all the physical phenomena which occur to me as worthy of note.

| In the development of her intellectual powers, and in the acquisition of knowledge, not only of language, but of external things and their relations, I think she has made great progress. The principal labor has, of course, been upon the mere vehicle of thought,—language; and if, as has been remarked, it is well for children that they do not know what a task is before them when they begin to learn language (for their hearts would sink within them at the thought of forty thousand unknown signs of unknown things which they are to learn), how much more strongly does the remark apply to Laura? They hear these words on every side, at every moment, and learn them without effort; they see them in books, and every day scores of them are recorded in their minds. The mountain of their difficulty vanishes fast, and they finish their labor, thinking, in the innocence of their hearts, that it is only play; but she, poor thing! in darkness and silence must attack her mountain, and weigh and measure every grain of which it is composed; and it is a rebuke to those who find so many lions in the path of knowledge, to see how incessantly and devotedly she labors on from morn till night of every day, and laughs as if her task were the pleasantest thing in the world.

But I shall best show to what extent she is acquainted with language, by giving some of her conversations which have been recorded during the last year. She can now converse with any person who knows how to make the letters of the manual alphabet for mutes. Most of the members of our large household, and many of our friends, can do this, so that she has a pretty wide circle of acquaintances. She can read understandingly in very simple introductory books for the blind; and she takes delight in doing so, provided some one is near her to explain the new words, for she will never, as children are often allowed to do, pass over a new word, and guess the meaning from the others, but she is very uneasy, and runs round, shaking her hands until she finds some one to explain it. Discoursing one day with her teacher about animals, she asked, "*Why do dog not live with pig?*" Being told pigs lived in a sty, and were dirty, while dogs loved to be clean, she asked, "*What do make dog clean? When he has washed him, where do he wipe?—on grass?*" She is very curious to know all about animals, and it is necessary to satisfy her upon every point. A hundred conversations like the following might be recorded. After hearing some account of worms, she said, "*Has your mother got some worms?*" No, worms do not live in the house. "*Why?*" They live out of doors that they may get things to eat. "*And to play? Did you see worm?*" Yes. "*Had he eyes?*" Yes. "*Had he ears?*" I did not see any. "*Had he think?*" (touching her forehead). No. "*Does he breathe?*" Yes. "*Much?*" (at the same time putting her hand on her chest, and breathing hard.) No. "*(Not)* when he is tired?*" Not very hard. "*Do worm know you? Is he afraid when hens eat him?*"

* Where I think the reader would not understand her, I have supplied the word necessary to eke out her meaning, always printing such word, however, in Roman letters, so that any one can know the exact words which she did use.

After a visit to a barn, she asked many questions; as, "Can cow push horse with horns?" "Do horse and cow sleep in barn? Do horse sit up late?" Told her that horses did not sit up. She laughed, and said, "Do horses stand up late?"

One day her lesson was upon the materials of which knives are made; being told that the handles were of horn, she became very much interested in learning all about horns, their dimensions, use, etc. "Why do cows have horns?" said she. Ans. To keep bad cows off when they trouble them. "Do bad cows know to go away when good cow pushes them?" After sitting some time in thought, she asked, "Why do cows have two horns?—to push two cows?" moving her hands in the direction in which she supposed the cows would go when pushed.

Her curiosity is insatiable, and by the cheerful toil and patient labor with which she gleans her scanty harvest of knowledge, she reproves those who having eyes see not, and having ears hear not.

She one day found a blank notice printed in raised letters, running thus: "Sir, there will be a meeting of trustees," etc. "Yrs. respectfully," etc. She ran eagerly to her teacher, saying, "What is sir, what is TRUSTEES, what is RESPECTFULLY, what is yrs?" The journal says: "I defined sir and yours; she received my explanation of sir without comment; and when I told her yrs meant yours, she remarked, 'Like thine.' I could not decide how to explain respectfully, but told her she must wait till after dinner. After more thought, I decided it was not best for me to attempt it, and said I would teach her when she was tall, or she might ask the doctor.* She seemed very sad, and said, 'I will ask doctor, for I must know.'"

When I had been absent from home a month, she was told I should be back in a month more; she said, "Doctor

* This teacher had but recently commenced with her.

will not come for four weeks; four weeks and four weeks make eight weeks; he is going to make many schools." She then asked, "Will there be deaf boys and girls too in the schools? Will the doctor be very tired; does he stay to take care of many little blind girls?"

Laura is interested in conversation of a general nature; talking of vacation, she made an unusually long sentence: "I must go to Hanover to see my mother; but no, I shall be very weak to go [so] far; I will go to Halifax if I can go with you. If doctor is gone, I think I will go with Jennette; * if doctor is at home, I cannot go, because he does not like to be left alone; and if J— is gone, he cannot mend his clothes and fix all things alone."

I commend this sentence, involving, as it does, assertion, negation, time, condition, number, etc., to the attention of those who doubt whether Laura can have a correct notion of language; and especially to the director of a Western State school for the deaf mutes, who took pains, in a public lecture, to say that it was impossible for her to conceive the force of the word *if* in a complicated sentence. He considers much of what is told about her as savoring of "*humbug*," and says of it, to use his own tasteful phrase, "Tell this to the marines; the sailors won't believe it."

Let him read the above sentence, and if he still thinks Laura talks like a parrot, let him come and see her, and watch her beaming and changing countenance as the sentences fall from her fingers, † and he will be as glad to retract his uncharitable sentiment as I shall be to forget the discourteous form in which he uttered it.

If this dear child's life should be spared, not only will she be able to comprehend sentences such as he has selected, but to do what is more important,—she will furnish argu-

* My sister.

† It may be remarked here generally, that her teachers are not responsible for the correctness of all the words she uses, since recently she has begun to learn some general conversation.

ment stronger than cold philosophy can bring to refute materialism, and to assert the native power of the human soul which can struggle up against such obstacles, and from such utter darkness, until it sports joyously in the light of knowledge.

She has kept a little diary during the last year, and writes down an account of what she has done, learned, or said, during the day. She writes a legible hand, and some of her remarks are very interesting.

She is fond of writing letters; and the following, which is entirely of her own composition, will give an idea of her style:—

Dear Mrs. Morton,—I was glad to have a letter from you. You were very good to write to me. I want you to write to me soon. Miss Rogers sends her love to you very much. I send love and kiss to you. I am well now. Miss Rogers and Swift are very well. Oliver can talk fast than me do. Laurena is very much better now; she will have standing stool to walk in if she can learn good. Dr. Howe went away and came again. Miss Pilly is sick in her head bad. I do not forget to think of you many times. I walk in street all day to make me well and strong. Miss J— sends her love to you. I told Caroline to come and see you; she would come with me soon in vacation to see you long. All girls and dolls are well. I will write to you again soon. I want to see you very much. I came to Halifax to see you with Miss J. and Swift. I was very glad to know in new words. I do read in books. Miss Rogers teach me about it. Oliver knows all things good. J— bought new two handkerchiefs for me, and she was good. Good bye.

LAURA BRIDGMAN,

The following extracts will show her idea about the seat of sensation. "During the lesson to-day, Laura stopped suddenly, and, holding her forehead, said, '*I think very hard; was I baby did I think?*' meaning, when I was a baby did I think," etc. Again, "Laura came to me to-day, saying, '*Doctor will come in fourteen days, I think in my head.*' Asked her

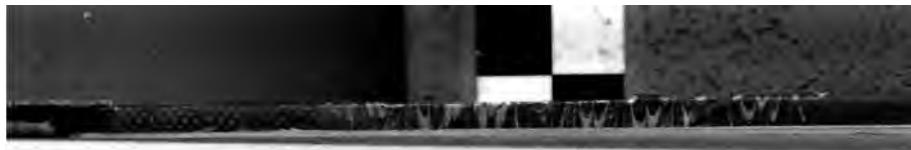
if she did not think in her side and heart. ‘No,’ said she, ‘I cannot think in heart; I think in head.’ Why? ‘I cannot know; all little girls cannot know about heart.’ When she is disappointed, or a friend is sick, and she is at all sad, she says, “*My heart aches; when heart aches, does blood run?*” She had been told about the blood circulating, but supposed that it did so only when she could feel it. “*Does blood run in my eyes? I cannot feel eyes-blood run.*” One day, when probably her brain was fatigued, she said, “*Why cannot I stop* to think? I cannot help to think all days; do you stop to think? does Harrison stop to think now he is dead?*” This was just after the President’s death, an event about which the blind children had talked much among themselves and to Laura.

And here, upon giving what seem to me the child’s notions about death, it will be proper to remark that they are less curious and valuable to the psychologist than they would have been had she been more completely isolated. Within the last year she has acquired great facility of conversing with other persons, and of course may have received notions from them. It would have been perfectly easy to isolate her by adopting an arbitrary system of signs, and not teaching it to others; but this would have been great injustice to the child, because the only possible way to make her familiar with language, was constant opportunity of exercising it as fast as she learned it. Now, no teacher could be with her always; and, if she could, a teacher cannot be a child, and Laura craved at times the society of children. Strong, therefore, as was the temptation to improve this rare opportunity of watching the development of mind (for it seemed like looking at mind with a microscope), it was not to be listened to a moment, even though a revelation of the whole *arcana of thought* were to have been the reward. Great caution, however, has been used with regard to the manner

* Why cannot I cease thinking? I cannot help thinking all the time.

of her intercourse with others, and to the persons also. Latterly she has shown much less desire to be with children than when she could use only a few words, and when she delighted to frolic and romp with them. She will now sit quietly alone by the hour, writing or sewing, and occasionally indulging in a soliloquy, or an imaginary dialogue.

But, to return to her notion of death, which leads us rather from the intellectual to the moral part of her nature. The attachment to life is such a strong and universal feeling, that, if anything deserves the name of an innate sense, this certainly does. It acts, however, instinctively and blindly, and, I doubt not, influences Laura's feelings, and causes her to shrink from anything which may alarm her love of existence by suggesting that it may cease. It appears she had been carried to a funeral, before she came here, though I never could obtain any satisfactory account from any one, of the impression it made upon her; indeed, it was impossible then to do anything more than guess, from her appearance, what was passing in her mind. She can now herself describe the feeling that then agitated her on touching for the first time a corpse. She was acquainted with two little girls, sisters, in Cambridge; Adeline and Elizabeth. Adeline died during the year before last. Not long since, in giving her a lesson in geography, her teacher began to describe Cambridge; the mention of Cambridge called up a new subject, and she asked, "*Did you see Adeline in box?*" I answered, Yes. "*She was very cold, and not smooth; ground made her rough.*" I tried to change the subject here, but it was in vain. She wished to know how long the box was, etc. She said "*Drew told me about Adeline; did she feel? did Elizabeth cry and feel sick? I did not cry because I did not think much about it.*" She then drew in her hands shudderingly, as if cold. I asked her what was the matter. She said, "*I thought about (how) I was afraid to feel of dead man before I came here, when I*



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was a very little girl with my mother; I felt of dead head's eyes and nose; I thought it was man's; I did not know." Now, it is impossible that any one could have said anything to her on the subject; she could not know whether the state the man was in was temporary or lasting; she knew only that there was a human being, once moving and breathing like herself, but now confined in a coffin, cold, and still, and stiff,—in a state which she could not comprehend, but which nature made her recoil from.

During the past year she all at once refused to eat meat, and, being asked why, she said, "*Because it is dead.*" I pushed the inquiry, and found she had been in the kitchen, and felt of a dead turkey, from which she suddenly recoiled. She continued disinclined to eat flesh for some weeks, but gradually she came to her appetite again; and now, although she understands that fowls, sheep, calves, etc., are killed to furnish meat, she eats it with relish.

Thus it appears that, like other human beings, she has that instinctive attachment to life which is necessary to its preservation, and which makes her shrink from anything that reminds her of its possible extinction, without, nevertheless, its being so strong as seriously to mar her enjoyment of existence.

I mentioned some circumstances in my last report which made me infer her native modesty; and, although such a supposition seems to some unphilosophical, I can only say that careful observation during the past year corroborates the opinion then advanced. Nor have I any difficulty in supposing that there is this innate tendency to purity; but, on the contrary, I think it forms an important and beautiful element of humanity, the natural course of which is towards that state of refinement, in which, while the animal appetites shall work out their own ends, they shall all of them be stripped of their grossness, and, clad in garments of purity, contribute to the perfection of a race made in God's own image.

Laura is still so young, and her physical development is yet so imperfect,—she is so childlike in appearance and action, that it is impossible to suppose she has yet any idea of sex; nevertheless, no young lady can be more modest and proper in dress and demeanor than she is. It has been suggested, that, as her father was obliged, when she was young, to coerce her to many things which she was disinclined to do, she may have conceived a fear for every one in man's dress. But, on the other hand, she was much accustomed, from childhood, to the society of a simple, kind-hearted man, who loved her tenderly, and with whom she was perfectly familiar; it was not, therefore, the dress which affected her.

I may add, moreover, that, from the time she came here, she has never been accustomed to be in company with any man but myself; and that I have, in view of the future, very carefully refrained from even those endearing caresses which are naturally bestowed upon a child of eight years old, to whom one is tenderly attached. But this will not account for such facts as the following. During the last year, she received from a lady a present of a beautifully dressed doll, with a bed, bed-clothes, and chamber furniture of all kinds. Never was a child happier than she was; and a long time passed in examining and admiring the wardrobe and furniture. The washstand was arranged, towels were folded, the bureau was put in place, the linen was deposited in the tiny drawers; at last the bed was nicely made, the pillows smoothed, the top sheet turned trimly over, and the bed half opened, as if coquettishly inviting Miss Dolly to come in; but here Laura began to hesitate, and kept coming to my chair to see if I was still in the room, and going away again, laughing, when she found me. At last I went out, and as soon as she perceived the jar of the shutting door, she commenced undressing the doll, and putting it to bed, eagerly desiring her teacher (a lady) to admire the operation.

She, as I said, is not familiarly acquainted with any man but myself. When she meets with one, she shrinks back coyly; though, if the person be a lady, she is familiar, and will receive, and return caresses; nevertheless, she has no manner of fear or awe of me. She plays with me as she would with a girl. Hardly a day passes without a game at romps between us; yet never, even by inadvertence, does she transgress the most scrupulous propriety, and would as instinctively and promptly correct any derangement of her dress as a girl of fourteen, trained to the strictest decorum. Perceiving, one day, that I kissed a little girl much younger than herself, she noticed it, and stood thinking a moment, and then asked me gravely, "*Why did you kiss Rebecca?*" and some hours after she asked the same question again.

She had heard much about little Oliver Caswell, the deaf and blind boy, before he came, and was very desirous to know him. During their first interview, after she became a little familiar and playful, she suddenly snatched a kiss,—but drew back as quick as lightning, and by the expression of her countenance, and a little confusion of manner, showed that by a hasty impulse she had done something of the propriety of which she was doubtful. This is the only instance in which I have known her to show the sense of shame, or to have any occasion to show it, even if this can be considered as one.

The development of her moral nature during the past year has been such as her previous sweetness of temper, benevolence and truthfulness led me to expect. The different traits of character have unfolded themselves successively, as pure and spotless as the petals of a rose; and, in every action unbiased by extraneous influence, she "gravitates toward the right" as naturally as a stone falls to the ground. Two or three instances are recorded in her teacher's journal of apparent unkindness on Laura's part to other children, and one instance of some ill-temper to a grown

person; but so contradictory are they to the whole tenor of her character and conduct, that I must infer either a misunderstanding of her motives by others, or ill-judged conduct on their part. For instance, her teacher says, July 2, a complaint was entered against Laura that she pinched Lucy and made her cry. I talked with Laura about it. I told her, "Lurena told Doctor you pinched Lucy's nose, and made her cry." Before I had finished the sentence, she smiled, and seemed by the expression of her face to think that it was very ridiculous to pinch her nose; but when she was told that Lucy cried, she changed countenance, and was immediately sad. She said, "*When did I pinch Lucy's nose?*" I said, "Lurena said yesterday." "*After how many schools?*" I told her I did not know. She thought a moment, and then said, eagerly, "*I pinched Lucy's nose after one* school, to play. I did not mean to make her cry, because I played. Did Lucy know I was wrong?*" I told her Lucy did not know when she played, and she must play softly. I asked her if she loved Lucy; she replied, "*Yes; but Lucy does not hug me.*" Why does she not? "*Because she is very deaf and blind, and does not know how to love me; she is very weak to hug.*"

I will give some extracts from my diary, showing her conscientiousness.

SEPTEMBER 17. I tested Laura's conscientiousness by relating a simple story. A little boy went to see a lady, and the lady gave him two birds, one for himself, and one for his sister; she put them in a basket for him to carry home, and told him not to open the basket until he got home; the boy went into the street, and met another little boy, who said, "Open the basket, and let me feel the birds;" and the boy said, "No, no;" but the other boy said, "Yes, yes;" and then the boy opened the basket,

* The child computes the time of day by the hours of school; "*after one school*" means after 7 o'clock, the first morning recess of the school.

and they felt of the birds. Did he do right? She paused, and said, "Yes." I said, "Why?" She replied, "*He did not remember.*" I said, "If he did remember, did he do right?" She replied, "*Little wrong to forget.*" I then went on to say, "When the boys did feel of the birds, one of the birds was killed." Here she became very much excited, and manifested the greatest anxiety and distress, saying, "*Why did boy feel hard? why did bird not fly?*" I went on: "He carried the basket and birds home, and gave the dead bird to his sister; did he do right or wrong?" She said, "Wrong." "Why?" "To kill bird." I said, "But who must have the live bird, the boy or the girl?" She said, "Girl." "Why?" "*Because boy was careless, and girl was not careless.*" She was at first a little confused about the persons, but decided promptly the question of right or wrong, both in respect to opening the basket, and about who ought to possess the bird.

She supposed it was all reality, and I could not well make her conceive the object of the fable, much less give her an idea of the ingenious author of it. Her mind was for some time entirely occupied with this story, and she afterwards asked, "*Did man knock [strike] boy because he killed bird?*" I said, "No, the boy's heart did knock him; does your heart knock you when you do wrong?" She inquired about the beating of the heart, and said, "*My heart did knock little when I did do wrong.*"

She asked *why blood came in face?* I said, "When wrong is done." She paused and said, "*Blood did come in Olive's face when she did tell lie; do blood come in your face when you do wrong?*"

I reflected much upon whether I ought yet to give her any general rules of right, benevolence, duty, etc., or trust to example, action and habit, and decided upon the last; example and practice must precede, and generalization will easily follow.

It is most pleasing to observe that beautiful spirit of charity which prompts her to extenuate the faults of others, and which, when any story of the kind just referred to is related to her, leads her to apologize for the person

• who appears to be in the wrong, and to say, *He did forget*, or *He did not mean to do wrong*. The same may be said of that spirit of truthfulness which makes all children believe implicitly what is told them, how extravagant soever it may be, but which Laura has preserved long after the age at which others have thrown it aside.

I have already made this report so long that I must leave unnoticed many subjects which I would gladly touch upon; and even upon that which will interest so many,—her ideas of God,—I must be brief.

During the past year she has shown very great inquisitiveness in relation to the origin of things. She knows that men made houses, furniture, etc., but of her own accord seems to infer that they did not make themselves, or natural objects. She therefore asks, “*Who made dogs, horses and sheep?*” She has got from books, and perhaps from other children, the word *God*, but has formed no definite idea on the subject. Not long since, when her teacher was explaining the structure of a house, she was puzzled to know “*How masons piled up bricks before floor was made to stand on?*” When this was explained, she asked, “*When did masons make Jennette’s parlor; before all Gods make all folks?*”

I am now occupied in devising various ways of giving her an idea of immaterial power by means of the attraction of magnets, the pushing of vegetation, etc., and intend attempting to convey to her some adequate idea of the great Creator and Ruler of all things.

I am fully aware of the immeasurable importance of the subject, and of my own inadequacy; I am aware, too, that, pursue what course I may, I shall incur more of human censure than of approbation; but, incited by the warmest affection for the child, and guided by the best exercise of the humble abilities which God has given me, I shall go on in the attempt to give her a faint idea of

the power and love of that Being whose praise she is every day so clearly proclaiming, by her glad enjoyment of the existence which he has given her.

S. G. HOWE.

[Extract from Dr. Howe's report for the year 1842.]

APPENDIX A.

GENTLEMEN:—In drawing up an account of the progress of our interesting pupil during the past year, I shall rather aim to give information to the general readers of our annual report, and to those numerous persons who watch with interest the progress of the experiment of her education, than to detail any new facts.

Her health has been excellent during the year, uninterrupted indeed by a single day's illness. Several medical gentlemen have expressed their fears that the continual mental excitement which she manifests, and the restless activity of her mind, must affect her health, and perhaps endanger the soundness of her mental faculties; but any such tendency has been effectually counteracted by causing her to practice calisthenic exercises, and to take long walks daily in the open air, which on some days extend to six miles. Besides, she has a safeguard in the nature of her emotions, which are always joyful, always pleasant and hopeful; and there is no doubt that the glad flow of spirits which she constantly enjoys, contributes not only to her physical health, but to the development of her mind. There is a great difference produced, even physically, by the habitual indulgence of different emotions. Let two children of quick parts be put to study, the one stimulated by emulation, by pride, and by envy; and the other by love of his parents, by regard for his teacher, and, above all, by the natural

relish for new truth and the delight which results from a pleasant activity of the perceptive faculties,—and the difference, even in the physical effects, will, after a time, be perceptible. Ambition, envy, and pride, while they may stimulate to powerful mental efforts, are accompanied with little pleasure, and that not a healthful one; they leave behind lassitude and dissatisfaction; the child craves something more, he knows not what; but joy, that oxygen of the moral atmosphere, is generated only by the action of the generous and noble sentiments.

Laura generally appears, by the quickness of her motions and the eagerness of her gestures, to be in a state of mind which in another would be called unnatural excitement. Her spirit, apparently impatient of its narrow bounds, is, as it were, continually pressing against the bars of its cage, and struggling, if not to escape, at least to obtain more of the sights and sounds of the outer world. The signs by which she expresses her ideas are slow and tedious; her thoughts outstrip their tardy vehicle, and fly forward to the goal; she evidently feels desirous of talking faster than she can; and she loves best to converse with those who can interpret the motions of her fingers when they are so rapid as to be unintelligible to a common eye. But, with all this activity of the mental machinery, there is none of the wear and tear produced by the grit of discontent; everything is made smooth by the oil of gladness. She rises uncalled at an early hour; she begins the day as merrily as the lark; she is laughing as she attires herself and braids her hair, and comes dancing out of her chamber as though every morn were that of a gala day; a smile and a sign of recognition greet every one she meets; kisses and caresses are bestowed upon her friends and her teachers; she goes to her lesson, but knows not the word *task*; she gaily assists others in what they call housework, but which she deems play; she is delighted with society, and clings to others as though



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she would grow to them ; yet she is happy when sitting alone, and smiles and laughs as the varying current of pleasant thoughts passes through her mind ; and when she walks out into the field, she greets her mother nature, whose smile she cannot see, whose music she cannot hear, with a joyful heart and a glad countenance ; in a word, her whole life is like a hymn of gratitude and thanksgiving.

I know that this may be deemed extravagant, and by some considered as the partial description of a fond friend ; but it is not so ; and, fortunately for others (particularly because this lesson of contentment should not be lost upon the repining and ungrateful), she is as a lamp set upon a hill, whose light cannot be hid. She is seen and known of many, and those who know her best will testify most warmly in her favor.

The general course of instruction pursued during the past year, corresponding as it does with that detailed in former reports, needs not to be here repeated for the information of those to whom this report is immediately addressed ; but, as great public interest is excited in this case, and as inquiries are continually made respecting the processes by which instruction is conveyed to her mind, it may be well to explain some of them, even at the risk of repetition, and of saying what may seem, to those familiar with the theory of teaching the deaf and dumb, not only trite, but worthless. Let me therefore say here, that, should any of the theoretical views of *deaf mutism* propounded in these reports, be deemed unsound by those better acquainted with the subject, it is to be considered that our institution is not one whose object it is to teach deaf mutes ; the cases which have been treated of are those where mutism is complicated with blindness, and which have come under its care simply because its method of instruction seemed nearest adapted to such cases, — cases nearly hopeless, and which, it is believed, have never before been successfully treated.



they do form them under
social organ presents the
through which, by attack
of voice, a perfect system
question whether a pe
would be about as reason
they can exist without language
converse as it is for them
they will converse by signs
would feed themselves
prompted by nature, associate
words, and learn language
If you make the sound, i
when you hold up the fruit
ates that sound with it, i
without your trying to make
so that he cannot hear the
he cannot imitate it, and a
ever dumb. But the desi
sign still remains, and he
as others, except in regard
a visible sign when you sh
the fist, the fist afterward
sign for the apple. But
apple, suppose he be blind



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this sign with the thing ; and when he wishes for the fruit he will hold up his little fist, and delight your heart by this sign, which is just as much a word, as though he had said *apple!* out aloud.

Reasoning in this way, I undertook the task of instructing Laura Bridgman, and the result has been what it will ever be where nature is followed as our guide.

This simple process is readily understood ; but simple signs and names of objects being easy enough, it is often asked, how can a knowledge of qualities which have no positive existence be communicated ? Just as easily, and just as they are taught to common children ; when a child bites a *sweet* apple, or a *sour* one, he perceives the difference of taste ; he hears you use one sound, *sweet*, when you taste the one ; another sound, *sour*, when you taste the other. These sounds are associated in his mind with those qualities ; the deaf child sees the pucker of your lips, or some grimace when you taste the sour one, and that grimace perhaps is seized upon by him for a sign or a name for *sour* ; and so with other physical qualities. The deaf, dumb and blind child cannot hear your sound, cannot see your grimace ; yet he perceives the quality of sweetness, and if you take pains to make some peculiar sign two or three times when the quality is perceived, he will associate that sign with the quality, and have a name for it.

It will be said that qualities have no existence, being mere abstractions, and that when we say *sweet apple*, the child will think it is a compound name for the individual apple ; or, if he does not do this, that he cannot know whether by the word *sweet* we mean the quality of *sweetness* or the quality of *soundness*. This is true ; at first the child does *not* know to what the sound *sweet* refers ; he may misuse it often, but by imitation, by observation, he at last gets it right, and applies the word *sweet* to every thing whose qualities revive the same sensation as the sweet apple did ; he then uses the

help of a verb, or some mark of assertion ; and you have only to give him some sign, which he will adopt just as readily as the speaking child, by mere imitation, and without any process of ratiocination. We give too narrow a definition when we say a verb is a *word*, etc. I may be wrong, but it seems to me that the long, detailed, and very ingenious process laid down in some books for teaching verbs and other parts of speech to the deaf mutes, are worse than useless ; they have excited much attention, and justly received much admiration for their ingenuity, but it is of the kind we should bestow on mechanical contrivances for imitating the human voice ; and it would seem to be about as wise to teach a child to talk by directing him to contract this muscle, to relax that, and to place his lips in such and such a posture, as to teach a deaf mute the use of the different parts of speech in the manner detailed by Sicard.

But it would swell this report to a volume, should I pursue the same train of remarks with regard to the different parts of speech. Indeed, I should hardly have hazarded it here, had it not been for assertions, emanating from respectable sources, that this child must have some vision, or hearing, or some remembrance of oral language, since she has easily attained the use of the most difficult parts of speech, which cost so much labor to those merely deaf and dumb. It is needless to repeat what is so well known to hundreds—that she is totally deaf and blind, and has been so from her tender infancy.

It will be observed, by those who have had the patience to read the above remarks, that, to the child with all his senses, the acquisition of a language, which has already been perfected by the labor of many successive generations, is an easy and pleasant task, and accomplished without any teacher ; that for the deaf mute the difficulty is increased a thousand fold ; that for the deaf, dumb



Before proceeding farther was said in a former reperciar sound, whenever she me that person's *noise*, and al been made, especially as a ence may be drawn from it the pupils, or any intimate noise with the vocal organs; a cluck, for a third a nasal etc. These are to her evid each person. These are kno her; when they speak to her makes his "noise;" and these so intimately associated with when she is sitting by herself comes up in her mind, she ut it; that is, what is to he cannot hear a sound, as sl and dumb persons, to attrac making a noise, it follows t tendency of the human mi thought, she selects the natu of it, and exercises the voc definite view of producing a to prove, if indeed any one

It may be remarked, in this connection, that she laughs aloud, and more naturally than most deaf persons, and that she is almost constantly doing so. This is not checked at all, although it is not always an agreeable sound, because there is some danger that her pulmonary organs may suffer for want of that natural and healthy exercise which other persons have from speaking aloud.* In romping and frolicking she becomes quite noisy, and thus obtains some exercise for her lungs.

Much attention has been paid during the year to improving her in the use of language, and at the same time to increasing her stock of knowledge. A useful exercise for this purpose has been to tell her some story, and to require her to repeat it in her own language, after she has forgotten the precise words in which it was related to her.

The following story was related to her one day:—

JOHN AND THE PLUMS.

1. An old man had a plum tree, and when the plums were ripe, he said to his boy John,—
2. “I want you to pick the plums off my tree, for I am an old man, and I cannot get up into my tree to pick them.”
3. Then John said, “Yes, sir! I will get up into the tree and pick them for you.”
4. So the boy got up, and the old man gave him a pail to put the plums in, and he hung it up in the tree near him.
5. And then he put the plums into the pail, one by one, till the pail was full.
6. When the boy saw that the pail was full, he said to the old man, “Let me give you the pail, for it is full.”
7. Then the man held up his hand and took the pail of plums and put them in his cart.
8. “For,” said he “I am to take them to town in my cart to sell them,”—and he gave the pail back to the boy to fill with more plums.

* I do not know what may be the statistics of mortality among deaf mutes, but I should infer, *a priori*, that they would be more subject to pulmonary diseases than speaking persons.

home to my sister."

12. " You may get d
soon be dark, and then y

13. So the boy got d
had been kind to the old

14. And when he got
his sister, and kept half l

The next day she w
and to write it down in
following words :—

An old man had a large
the man asked John to ple
plums, because he was very
a pail for plums. John put
to the man, it is very full c
cart to sell them. John was
he might take one plum. T
because he was a very goo
told him to hurry home. E
five plums; he felt very ha
much, and made his sister h
man; he was very generous.
The old man loved John .
home he would have lost ;
man well.

It ..."

form a correct notion about it; but this, as will be perceived, is impossible, without depriving her of that intercourse with others which is necessary for the development of her social nature. The following extract from the journal of Miss Swift, her teacher, is interesting:—

February 27. When I went to Laura after recess, she said, "*I was very much frightened.*" Why? "*I thought I felt some one make a great noise, and I trembled, and my heart ached very quick.*" She asked me if I knew any *crazzy persons*, then altered it to *crazy*, then to *crazy*; I asked her who gave her the new word *crazy*; she said, "Lorena told me about crazy persons, and *said she was [once] crazy; What is crazy?*" I told her that crazy persons could not think what they were doing, and attempted to change the subject; but she immediately returned to it and repeated the question, "*Have you seen crazy people?*" and would not be satisfied until I answered it. I told her I saw a crazy woman walking about; she said, "*Why did she walk, how could she think to walk?*" [She detected here the imperfection of her teacher's definition.] I told her they were sometimes sick, and became crazy; she said, "*Who will take care of me if I am crazy;*" I laughed at her, and told her she would not be crazy. She replied, "*I said, IF.*"* I told her I would take care of her if she would be kind and gentle to me. She then asked, "*Can I talk with my fingers; did you ever see a dizzy lady; how do you dizzy?*" Laura said she dreamed last night about her mother, and the baby, and talked with her fingers, as in the daytime; I questioned her particularly on what she dreamed, but could not get a satisfactory answer.

She wrote a letter to her father, and her mother, of her own accord; that to her mother was as follows:—

My dear, my Mother,—I want to see you very much I send much love to you I send ten kisses to my sister Mary. My one pair of stockings are done. Can Mary walk with her feet? Do stockings fit her? I want you to write a letter to me some time. Miss Swift teaches me. I want you to com

* Let any one who has questioned the possibility of her forming a correct conception of this difficult word *if*, look at this form of expression, and find therein an answer.



She has commenced in
past year, and made fair
idea of the points of th
inary lessons by boundi
entries, etc., and then go
the house and yard, she
more interesting to give
journal, showing how she
words can describe adequa
and the pleasurable expres
gets a new idea, and turni

FEBRUARY 2. She asked me
her yes, she had been good
any little thing wrong?" Con
taught her the word *furnitu*
work milliners did, she said
milliners make stockings tha
geography hour she asked me
chambers; she bounded, to-day
remembered all of yesterday's

In writing, gave her a less
ceed so well on that as Oliver
seeds, and told her I would tell
(he is a farmer). She said
does? does your father do so?
is not my father doing so?

FEBRUARY 8. Gave Laura examples in numeration, in hundreds and thousands, which she performed very well, and numerated correctly until she had the number 8,500, which she wrote 80 50; she hesitated, and said, "*I think it is wrong,*" and enumerated; but it took her a long time to find how to alter it; when she at length succeeded, she said, "*I was very sad not to know.*" Laura asked what cups and plates and saucers were; taught her the word crockery. "*What are rings?*" taught her jewelry. "*What are knives and forks?*" etc. Next she got her work box, for me to tell of what it was made; told her about the pearl with which it is inlaid, and the name of the wood,—rose; she asked of what the doors were made; told her pine; she asked, "*Why are pine apples—pine?*" She wanted to know who made the brass hinges. She talked about her locket, and wanted to know what color it was under the glass; told her it was black,—"*How can folks see through black?*" In geography, she bounds any of the rooms now, after a moment's thought, and seems to understand all about it; she bounded the house, with a little help; talked with her about the *point*, but she did not quite understand it. In writing, she does very well when practising her letters, but when she has her journal, she is very careless; she wrote to-day an account of the different trades. In the afternoon she went to the school-room an hour, while a number of gentlemen were there; she amused herself by asking what the denominations were after millions; at last she set down a row of types the whole length of her board, and enumerating it found it was eighty quintillions: she asked, "*What people live eighty quintillions of miles off?*" and said, "*I think it would take ladies a year to go so very far.*"

FEBRUARY 17. Laura succeeded in doing five or six questions this morning. One was to find the age of a man, in which I gave her the time he had lived in several places. She said, "*He lived in many places, I am not sure, why—why?*" She asked a great many questions about the party to which I went last evening, as how the ladies knew when to come, etc.; taught her the word *invitation*; she asked, "*Why did I not go?*" told her she was a little girl; she said, "*Doctor says I am tall;*" but she was quite reconciled to it when I told her that the other blind girls did not go. She talked of her walk yesterday;

her, to-day, about Caml
She was in excellent
than in any other study
to show her oats and &
room, to teach her wine
also a hogshead, tierce
names, and how many ;
usual, she wanted to go
her see the coffee in a ba
pepper, etc., in boxes o
starch in papers, and las
lead, etc. I intended to
another day, but she was
avoid her questions; defer.

Here follow some oth
parts of the journal:—

WEDNESDAY. Laura pract
not succeed quite as well as
in an algebra type, and w
it; told her I would teach h
it. "*And can you kiss me th
young ladies?*" meaning y
about it some time, and e
have to give up kissing and

THURSDAY. Commenced

of miles from Boston to the mouth of the Hudson River, moving her finger from one to the other. When I had told her the distance, she said, "*I think Miss W. lives there;*" and she was delighted that she had got so far from home.

At eleven, gave her, for a writing lesson, the story I read to her Friday noon. She said, at first, she could not remember it, because it was long ago that I read it; but she did very well. After writing it she said, "*Is this truth?*" told her I thought it was not. "*Is it lie?*" tried to make her understand that it was not wrong to write it, but I doubt if I succeeded entirely. When writing she spelled the word bureau wrong, and when I asked her why, she said, "*I was very unremembered.*" She knows the word forgetful, but wished to try to make one, and after she had done so she turned to me for approbation.

It has been remarked that it was very difficult in the beginning to make her understand figures of speech, fables, or supposititious cases of any kind, and this difficulty is not yet entirely overcome. If any sum in arithmetic is given to her, the first impression is, that what is supposed did actually happen. For instance, a few mornings ago, when her teacher took an arithmetic to read a sum, she asked, "*How did the man who wrote that book know I was here?*" The sum given her was this: "If you can buy a barrel of cider for four dollars, how much can you buy for one dollar?" upon which her first comment was, "*I cannot give much for cider, because it is very sour.*"

She formerly talked as little children do, without using pronouns, but now she uses them freely; and her appreciation of them is proved by the fact that, in talking with little Oliver, who is still in the very rudiments of language, she uses the third person, and says, for instance, "*Laura is rich,*" when to another she would say, "*I am rich.*"

She has a keen relish for knowledge, which, mingled with a little self-esteem, would perhaps impel her to greater effort than would be consistent with health, if care were not taken

had been puzzling over

She asked the mea
bered, as *sed*, *non*, *es*,
it was in the Latin lan
Doctor knew Latin;" if
that some others were
comforted. She unders
ent languages, and was
words of French.

Words are to her always
are taken in their litera
for some time, after hearing
that blacksmiths were all
men. Like other blind people
(of course) about colors;
color, and that the ground
is rough, while white is smooth.

If she is told the name
Mr. Brown, it excites a strong
So, when she meets a nail,
discovers a sense of the
the term *ox*, *mouth*, etc.

She continues, as follows:
for instance, having learned
day when she felt weak " "

Her insatiable curiosity often leads her to discourse about things, the full comprehension of which is far above her reach; and it is difficult to confine her mind to one point. If you are talking to her about lead, for instance, she will want to know about lead pencils, what would be the effect of eating it, about shot; then about birds, why killed, etc. Talking about houses, she asked "*Where did men live before wood was made, and without floors?*" Answer, "In caves and caverns." "*How many years did men live in caves?*" No precise answer could be given, and she continued by asking, "*Where did they live before caverns?*"

This ignorance of many things which are familiar to other children, causes her sometimes to appear childish in conversation. For instance, walking in the streets, she felt the ground tremble as a fire company rushed by, and being told that some one's house was on fire, and men were running to help him put it out, she asked, "*How do they blow?*"—thinking they blew it out as one does a lighted candle; and, on an attempt being made to explain that the fire was quenched by water, she asked, "*Why do not man put it out himself?*"

At other times her home questions manifest shrewdness, and show that she will not be put off with the simple affirmation of others. Her teacher, talking with her one day about her doll, told her it could not feel; that flesh and skin had feeling, but not kid and wax. "*But,*" said she, "*why cannot man make flesh doll?*" "*Where would he get his flesh?*" was the answer. "*Take from cow,*" said she. Immediately afterwards, talking of horses, she said, "*Did you ever pat your father's horse on face?*" "*Yes.*" "*Was he happy?*" "*Yes.*" "*Did he smile?*" "*No.*" "*Then how did you know he was happy?*"

But I might fill a volume (and perhaps I may, some day, for it would be useful to children, at least) were I to dwell upon the interesting particulars of the intellectual instruction

think I did not feel good in heart.' I asked her why? she replied, '*Because I broke a door knob this morning.*' I asked her if she felt good now; she replied, '*I cannot feel good until I learn to be good.*'"

She seems to be one of those who have the law graven upon their hearts; who do not see the right intellectually, but perceive it intuitively; who do good not so much from principle as from instinct; and who, if made to swerve a moment from the right by any temptation, soon recover themselves by their native elasticity. For the preservation of the purity of her soul, in her dark and silent pilgrimage through time, God has implanted within her that native love of modesty, thoughtfulness and conscientiousness, which precept may strengthen, but could never have bestowed; and, as at midnight and in the storm the faithful needle points unerring to the pole, and guides the mariner over the trackless ocean, so will this principle guide her to happiness and to heaven. May no tempter shake her native faith in this her guide; may no disturbing force cause it to swerve from its true direction!

As yet, it has not done so, and I can recollect no instance of moral obliquity except under strong temptation. I recall now one instance of deliberate deception, and that I am bound to confess, with sorrow, was perhaps attributable to indiscretion on my part. She came to me one day dressed for a walk, and had on a new pair of gloves which were stout, and rather coarse. I began to banter and tease her (in that spirit of fun of which she is very fond and which she usually returns with interest) upon the clumsy appearance of her hands, at which she first laughed, but soon began to look so serious and even grieved that I tried to direct her attention to something else, and soon forgot the subject. But not so poor Laura; here her personal vanity or her love of approbation had been wounded; she thought the gloves were the cause of it, and she resolved to be rid of

them. Accordingly they disappeared, and were supposed to be lost; but her guileless nature betrayed itself, for, without being questioned, she frequently talked about the gloves, not saying directly that they were lost, but asking if they might not be in such or such a place. She was uneasy under the new garb of deceit, and soon excited suspicion. When it reached my ears, I was exceedingly pained, and moreover doubtful what course to pursue. At last, taking her in the most affectionate way, I began to tell her a story of a little girl who was much beloved by her parents, and brothers and sisters, and for whose happiness every thing was done; and asked her whether the little girl should not love them in return, and try to make them happy; to which she eagerly assented. But, said I, she did not, she was careless, and caused them much pain. At this Laura was excited, and said the girl was in the wrong, and asked what she did to displease her relations; I replied, she deceived them; they never told her anything but truth, but she one day acted so as to make them think she had not done a thing, when she had done it. Laura then eagerly asked if the girl told a fib, and I explained to her how one might tell a falsehood without saying a word; which she readily understood, becoming all the time more interested, and evidently touched. I then tried to explain to her the different degrees of culpability resulting from carelessness, from disobedience, and from intentional deceit. She soon grew pale, and evidently begun to apply the remarks to her own case, but still was very eager to know about "*the wrong little girl*," and how her parents treated her. I told her her parents were grieved, and cried, at which she could hardly restrain her own tears. After a while she confessed to me that she had deceived about the gloves; that they were not lost, but hidden away. I then tried to show her that I cared nothing about the gloves,—that the loss of a hundred pairs would be nothing if unaccompanied by any deceit. She

perceived that I was grieved, and going to leave her to her own thoughts, and clung to me as if in terror of being alone. I was forced, however, to inflict the pain upon her.

Her teachers and the persons most immediately about her were requested to manifest no other feeling than that of sorrow on her account; and the poor creature, going about from one to another for comfort and for joy, but finding only sadness, soon became agonized with grief. When left alone she sat pale and motionless, with a countenance the very image of sorrow; and so severe seemed the discipline, that I feared lest the memory of it should be terrible enough to tempt her to have recourse to the common artifice of concealing one prevarication by another, and thus insensibly get her into the habit of falsehood. I therefore comforted her by assurances of the continued affection of her friends; tried to make her understand that their grief and her suffering were the simple and necessary consequences of her careless or wilful misstatement; and made her reflect upon the nature of the emotion she experienced after having uttered the untruth; how unpleasant it was, how it made her feel afraid, and how widely different it was from the fearless and placid emotion which followed truth.

It was easy enough to make her see the consequences which must result from habitual falsehood, but difficult to give her an idea of all the moral obligations to be truthful; perhaps, however, the intellectual perception of these obligations is not necessary to the perfect truthfulness of a child, for such is his natural tendency to tell the truth at all times, that, if his education can keep him from the disturbing force of any strong temptation, we may count upon his speaking straightforward, as surely as we may calculate upon a projectile, moved by one force, going in a straight line.

Words are the natural and spontaneous representations of the thoughts; the truth is ever uppermost in the mind; it is on the surface, it is a single object, and cannot be mis-

The various attempts which I have made during the year to lead her thoughts to God and spiritual affairs, have been, for the most part, forced upon me by her questions, which I am sure were prompted by expressions dropped carelessly by others; as God, heaven, soul, etc., and about which she would afterwards ask me. Whenever I have deliberately entered upon them, I have done so with caution, and always felt obliged, by a sense of duty to the child, to make the conversations as short as possible. The most painful part of one's duty is often where an honest conviction forces one to pursue a line of conduct diametrically opposite to that recommended by those for whose superior talents and wisdom one has the greatest respect. It is said continually that this child should be instructed in the doctrines of revealed religion; and some even seem to imagine her eternal welfare will be perilled by her remaining in ignorance of religious truths. I am aware of the high responsibility of the charge of a soul; and the mother who bore her can hardly feel a deeper interest in Laura's welfare than I do; but that very sense of responsibility to God, and that love which I bear to the child, forces me, after seeking for all light from others, finally to rely upon my own judgment. It is not to be doubted that she could be taught any dogma or creed, and be made to give as edifying answers as are recorded of many other wonderful children, to questions on spiritual subjects. But, as I can see no necessary connection between a moral and religious life and the intellectual perception of a particular truth, or belief in a particular creed, I see not why I should anticipate what seems to me the course of nature in developing the mental powers. Unaided by any precedent for this case, one can look only to the book of nature; and that seems to teach that we should prepare the soul for loving and worshipping God by developing its powers, and making it acquainted with his wonderful and benevolent works, before we lay down rules of blind obedience.



knew about dead animals, but this was the only case which had occurred in the house. She asked about death, and I said, "When you are asleep does your body feel?" "No, if I am very asleep." "Why?" "I do not know." I tried to explain, and used the word *soul*. She said, "What is soul?" "That which thinks, and feels, and hopes, and loves," said I, to which she added interrogatively, "and aches?" Here I was perplexed, at the threshold, by her inquiring spirit seizing upon and confounding material and immaterial processes. I tried to explain to her that any injury of the body was perceived by the soul; but I was clearly beyond her depth, although she was all eagerness to go on. I think I made her comprehend the difference between material and spiritual operations. After a while she asked, "Where is Orin's think?" "It has left his body and gone away." "Where?" "To God in heaven." She replied, "Where? up!" [pointing up]. "Yes." "Will it come back?" "No." "Why," said she. "Because his body was very sick and died, and soul cannot stay in a dead body." After a minute she said, "Is breath dead? is blood dead? Your horse died; where is his soul?" I was obliged to give the very unsatisfactory answer that animals have no souls. She said "Cat does kill a mouse, why? has she got soul?" Ans.—"Animals do not know about souls. They do not think like us." At this moment a fly alighted upon her hand, and she said, "Have flies souls?" I said "No." "Why did God not give them souls?" Alas for the poverty of her language, I could hardly make her understand how much of life and happiness God bestows even upon a little fly!

Soon she said, "Can God see, has he eyes?" I replied by asking her, "Can you see your mother in Hanover?" "No!" "But," said I, "you can see her with your mind; you can think about her, and love her." "Yes," said she. "So," replied I, "God can see you and all people,

Should Laura's life be spared, it is certain that she can be made to understand every religious truth that it may be desirable to teach her. Should she die young, there can be no doubt that she will be taken to the bosom of that Father in heaven, to whom she is every day paying acceptable tribute of thanksgiving and praise, by her glad enjoyment of the gift of existence. With these views, while I am ready to improve every opportunity of giving what she seems to need, I cannot consent to attempt to impart a knowledge of any truth for which her mind is not prepared; and I would take this opportunity to beseech those friends of hers who differ from me, and who may occasionally converse with her, to reflect, that, while the whole responsibility of the case rests upon me, it is unjust in them to do what they may easily do,—instil into her mind notions which might derange the whole plan of her instruction.

The following conversation, taken from my minutes made at the time, will give an idea of the course of her thoughts on *spiritual* subjects. During the past year one of our pupils died, after a severe illness, which caused much anxiety in our household. Laura, of course, knew of it, and her inquiries after him were as frequent and as correct as those of any one. After his death I proceeded to break it to her. I asked her if she knew that little Orin was very sick. She said 'Yes.' "He was very ill yesterday forenoon," said I, "and I knew he could not live long." At this she looked much distressed, and seemed to ponder upon it deeply. I paused awhile, and then told her that "Orin died last night." At the word *died*, she seemed to shrink within herself,—there was a contraction of the hands, a half spasm, and her countenance indicated not exactly grief, but rather pain and amazement; her lips quivered, and then she seemed about to cry, but restrained her tears. She had known something of death before; she had lost friends, and she

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arate from her bodily one
do so, and said eagerly,
have said she referred to
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give the poor child the t
prepared the antidote. It
not the fear of death to ke

It would have been exce
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on which true religion is i
have been expected; those
develop themselves, and ar
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would have been to have i
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putting forth new beauties t
years since Laura was born;
number, yet in that time w
she fulfilled! how much ha
much has she taught others!
stimuli furnished by the se
crumbs of knowledge, her s
the buds of the brightest v
its pure origin and its hi

[Extract from Dr. Howe's report for the year 1843.]

During the past year a marked change has taken place in the condition of Laura, of such a nature as to render apparent to those around her that her thoughts and feelings are becoming more matured. Her physical strength, which was formerly but feeble, has gradually and steadily increased, so that she is now, for one of her constitution, quite robust. The length of her daily walks would prove fatiguing for many of our young ladies even to think upon; for she usually walks at least six miles with no appearance of weariness, as it is her common custom to remain standing for the remainder of the evening. How far her habit of leaning heavily upon the arm of her teacher, in her promenades, may contribute to remove this sense of fatigue, may be a matter for question; but, thus relying, her step is firm, and her manner perfectly fearless when she walks. With this increased strength of constitution, her nervous disposition has undergone considerable change; her outbreaks of laughter and bursts of expression are no longer so sudden and violent.

It will be remembered that when she came to the institution she was destitute of the sense of smell, and that her sense of taste was also imperfect,—a natural result of the loss of the former sense. With regard to these senses, there has been, in some respects, a manifest improvement during the past year. She seems now like one acquiring the sense of smell, and with this sense that of taste has evidently advanced. She has never, however, been known to apply any article to her nose for the purpose of forming a more accurate judgment respecting it, as Oliver Caswell and many of the blind pupils are in the habit of doing. As evidences of her increased power in the sense of smell, it may be mentioned that she has repeatedly distinguished in the room over the kitchen the odor of roasting meat. When seated

— with sensible objects
in their meaning. One met
been to read a story to her
words would occur; these we
the next day Laura has bee
own language, frequently usir
proper connection.

The long words please her
her afterwards. From this e
associates so much with adul
partakes more of the adult c
young persons of her age. H
compared with that of childre
full possession of their faculti
copious, but more matured.

With the words she has lear
and, in conversation and writin
ing those which exactly expres
convey. She spends a portio
her journal, in which she no
which transpires in the institut
edge. She also is in the fre
to many persons who have o
her. It is an exercise in whic

In addition to instruction in
has during the week been at the



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these studies. With regard to geography, she had, a year since, acquired a definite and accurate notion of the points of compass and of territorial boundaries, and had learned the boundaries of the city and a few of the neighboring towns. The plan pursued in teaching her this science was alluded to in the last report, and is one which the seeing would do well to follow. Laura was first taught the points of compass in a room, then the boundaries of the room. She next learned the geography of the house, and of the grounds on which it is situated. Having advanced thus far, the effort was made, and with success, to present to her mind an accurate idea of points of land, capes, bays, harbors and rivers, by taking her to walk in places near them. A further step was made, when she became acquainted with the boundaries of South Boston, after which she was permitted to learn the boundaries of the city proper by crossing its bridges. Gradually and slowly was she taught the geography of one town after another, till she became acquainted with all of any note in the State of Massachusetts, as indicated on the map. She is now able to bound all the States in the Union; can tell their principal towns, the rivers, their rise, course and termination, the productions, the natural curiosities, and much of the natural history of each State, in a manner more correct than most seeing children of her own age, or older. Her knowledge of geography is not limited to the United States. She has studied that of North and South America, and her knowledge of the whole of the American continent is far more extensive and correct than is possessed by many who are called educated persons.

Being taken a few days since to a large globe, and the Russian possessions in North America pointed out to her, she was able without hesitation, so accurate was her judgment of geographical position and distance, to place her finger at once upon Boston, a mere point on the surface

her, she burst into a fit
young the Doctor would be

In mathematics, one great
gained. Her former reputation
been in a great measure
tion of her teacher. A year
degree of acquaintance will
been taught in Colburn's
appears to comprehend as
age, and solves the most
mental effort only. Twenty
are the usual number which
Having now thoroughly studied
she will be instructed in on

In her moral conduct,
those beautiful traits which
Her love of truth, percept
detestation of deception, ar
and action.

[Extract from Dr. Howe

APPEAL

To the Trustees.

GENTLEMEN:— I have the
following report upon the h



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may appear trite or uninteresting to those conversant with metaphysics. I have also indulged in some reflections upon such points as seemed to have any bearing upon common instruction, and these may seem trivial and unnecessary to practical teachers. But in apology let me say that there are a vast number of persons who take a deep interest in the case, who are neither metaphysicians nor teachers, and they will perhaps prefer even my crude speculations and reflections to a bald narration of facts.

To such let me say, in the first place, that nothing can show in a more clear and forcible manner than Laura's case the difficulties to be overcome when we learn our vernacular tongue, and the inferiority of artificial to natural methods in the acquisition of language.

The difficulties in the way of the deaf mute are very great; so great, indeed, that we may safely say they are never entirely overcome; because, although ingenious men by centuries of labor have built up a beautiful system by which the mutes are enabled to read, to write, and to converse with ease and with pleasure, still they must, in spite of education, remain insensible to many of the charms of conversation, and the beauties of style, both of prose and of verse. But this beautiful system is addressed entirely to the eye, and poor Laura has no sight.

She has a good intellect, she has been seven years under instruction; her teachers have not been wanting in zeal and diligence, and she has been herself untiring in her efforts; and yet she is now on the verge of womanhood, without so much acquaintance with language as a common child of six years old. This often excites the surprise of visitors who have known the history of her case for a long time, and have taken great interest in it.

In truth, people seldom stop to reflect upon the nature of arbitrary language, upon its essential importance to the development of the intellect, or upon the wonderful process

dition in past time; of the
erately happy in the socie
negation of their entire
whether, after all, they w
relation as children; their i
Of the other person it is di
with his children; it is imp
that he had lost his wife, n
that he was not contented
that he had gone away fr
remained with them, etc.

When we reflect upon thi
requires that all possible o
must be linked so closely wi
the signs shall recall them i
we consider how much is att
few years ago could hardly n
now have all the vast sweep o
knowledge, the degree of ref
generalization necessary to co

“Count all the advantage
'Tis but what virtue flies

we may say with the ancien
greater than the human soul,

that people are very idle and
letters to you because I love
a letter to Miss J. that she
was quite sick, but they are ;
am your dear friend. I try ve
and Asia and many other thi
baby, tea, mother, and father
always reads a story to me: sh
example.

My dear frie

In another letter written so

I am happy that your baby
light. I want you to come l
quick, then I must send a lon
sea to South Boston. I thoug
many times; that they would
love them and you so much.

The following are extracts f

APRIL 3, 1844. At nine, whe
“ My heart beats very quick, it
it so. “ Long ago, when Drew
quick and ached, because I felt v
did not know about going to her
her heart ache now? She said

milk, but Jane fed Clara with

Her teacher says:—

'AUGUST 26. At eight she w
jects, and among the number,
last year and my *mind* was e
in my heart." Then she wan
sensible, and of *crucified*. I th
definition that would satisfy h
I told her it was to make a
crucifies the wires for her bas
them." I had to tell her she
better not use it. The next
mix, but she did not understan
example of the use of the t
drunkard mixes sugar and rui
me to understand that she had
me a recapitulation: "Perish is
Machine; my writing board is a
is when I tell you you must
you to do them. I require y
Damon." She is still on the g
ing the zones. To-day the less
different countries in South Am
deal of difficulty, she accomplish

Mention was made in a fo



extent than Laura. The manner in which she uses these organs seems to show their natural office, and would settle the question (if it be any longer a question) whether they were destined by nature to be the medium of intellectual communication among men, or whether they were selected from among other equally possible means for interchange of thought; as pantomime, arbitrary visible signs, etc.

When Laura feels any strong emotion, her chest is inflated, the air is retained a moment, and then expelled with quickness and force, and is often interrupted in its passage by the glottis, tongue or lips, thus producing a variety of interjections. The fact of these broken sounds will be interesting to the philologist, because they form the connecting link between natural language and speech; two things sometimes confounded, but which differ widely from each other; natural language is the servant of the heart; speech is the handmaid of the intellect.

Deaf mutes generally, when they are moved by feeling, gesticulate violently and also make broken sounds with the vocal organs, thus bringing in the adjuncts of speech, as we add gestures to our language when we are excited. Pains have been taken with Laura to suppress her disposition to make these disagreeable interjections; for, although they may be considered as parts of natural language, it is language natural only in the rudest state of society, in the lowest development of intellect; and she is to live in a society where they would be disagreeable. The correction, however, is not easy to make. She may have been sometimes checked too abruptly, and in a way to let her perceive that it was done rather for the gratification of others than for her own good; and children always resist the unconditional surrender of their own will to that of another, unless the summons be made in the irresistible language of love, which is the *open sesame* to every child's heart.

Her teacher was one day talking with her on the subject,

much motion in them" to si
The fluid accumulates within
easy, and they relieve the
suddenly pushing or kickin
motion of the body which a
valve, and leaves them quiet

She was not inclined to
and said, in her defence, " G
yielded, however, and saw th
especially as she had particu
as much noise as she wishe
often goes into a closet, an
herself in a surfeit of sounds.

Great interest has been m
the effect of religious instruc
without good cause. I have
many accounts to give her si
this and other important topic
to retain. It is painful to
which by long possession ha
one's own,—as much a part c
or one's limbs. We defend
other opinions with a zeal nc
. but to the length of time a
with which we have associated



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the attempt to destroy them, often excites as much passion as would the protest of a draft, or an assault upon the person. Some men may preserve their elasticity of mind, and retain unimpaired their confidence in their last belief, after the abandonment of several creeds, especially if blessed with self-complacency, but all cannot do so; for, if the soul have drifted from several anchors in the storm of infidelity, it will hardly rely even upon the *best bower* of faith, as perfectly sure and steadfast.

It seems especially desirable that Laura should never be obliged to remodel her faith. There is a moral in the story of the boy who, when the microscope first revealed to him the minute and wondrous structure of one of his hairs, was surprised and pained at not finding the number upon it. He had believed literally that the hairs of his head were all numbered; and, being of a shy nature, he would not ask any explanation, but allowed his faith in the Bible to be seriously impaired. Laura can never use a microscope, but she will, by and by, bring the magnifying power of mature judgment to bear upon all that she now takes unhesitatingly from others as literal truth; and I would that she might always find the *number* written upon everything on which she had been led to look for it.

But I have given, in former reports, some of my reasons for deferring this most important part of her education, and I need not now repeat them; suffice it to say, that I wished to give her only such instruction about religion and God as she was prepared to receive and understand, so that her moral and religious nature should be developed *pari passu* with her intellect. It was delightful for me to find that, without any particular direction being given to it from without, her mind naturally tended towards the causes of things; and that, after an acquaintance with the extent of human creative power, she perceived the necessity of super-human power for the explanation of a thousand daily re-

of God's existence, you only give to him a name for a power the existence of which he had already conceived in his own mind. We teachers are apt to overrate our own efforts; let us attempt to convey a knowledge of abstract truth to parrots and monkeys, and then we shall know how much is done by children and how little by ourselves. It is in this sense that I mean to be understood, when I say that Laura Bridgman, of herself, arrived at the conception of the existence of God.

Unless there has been some such intellectual process in a child's mind, the words Deity, etc., must be utterly insignificant to it. We pronounce certain words with great solemnity and reverence, and the child perceives and understands our manner, for that is the natural language of our feelings; he imitates us, and the repetition of the words will ever after, by association of ideas, call up in his mind the same vague feelings of solemnity and reverence; but all this may be unaccompanied by anything like an intellectual perception of God's existence and creative power.

It will be said that children three years old will repeat devoutly the Lord's prayer, and tell correctly what God did on each of the six days of Creation; but in so doing they too often take the name of the Lord in vain, and sometimes, alas! worse than in vain.

Children wish to attach some ideas to every sign which is given to them. We give them words as signs of things before the capacity of understanding the things is developed in their minds; they attach to the sign some idea, no matter how inappropriate or grotesque, and there it remains, trammelling the thoughts and preventing them from afterwards using the words in a right sense. How vague is the idea which many people attach to some words! and of how much mischief to the world has this vagueness been the source! How long does it take us to sever *these ties!* how many of us go to our graves without

ever breaking a fibre of them, without ever having divested words of the crude ideas attached to them in childhood, or contemplated the things with the clear eye of reason! We look with contempt upon a man who is instantly and irresistibly moved to solemnity of feeling and to acts of devotion by the bare sight of two pieces of wood nailed together cross-wise, or by the elevation of the host; but how many sounding words which are insignificant in themselves are dinned into our ears to excite our feelings, or overpower our reason, in the same way that the sublime image is held up before the eyes of our wondering brother!

It may be said that no human being can have any adequate idea of God's attributes, and that therefore all we have to do is to give Laura such ideas of Him as pious Christians form from the study of natural and revealed religion; but, I know not what others may do, I cannot do this. Every man sees God according to his own capacities and his own nature. The power of poor Laura's God must be weakness compared to the strength of Newton's, who saw Him guiding the huge planets along in their eternal course; the love of her God must be selfishness compared to the love of the God of Howard, the philanthropist, who embraced in the arms of his affection the whole human family: but so must the power and love of the God of Newton and of Howard be weakness and selfishness compared to those attributes as seen by the cherubim and seraphim, each of whom see Him with a vision transcending that of the other, all of whom see Him with power transcending human, but none of whom can see Him as He is.

I might long ago have taught the Scriptures to Laura; she might have learned, as other children do, to repeat line upon line, and precept upon precept; she might have been taught to imitate others in prayer; but her God must have been her own God, and formed out of the materials with which her mind had been stored. It was my wish to give her gradually



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such ideas of His power and love as would have enabled her to form the highest possible conception of His divine attributes. In doing this, it was necessary to guard, as much as I could, against conveying impressions which it would be hard to remove afterwards, and to prevent her forming such notions as would seem unworthy to her more developed reason, lest the renouncement of them might impair her confidence in her own belief.

But various causes have combined to prevent what seemed to me the natural and harmonious development of her religious nature ; and now, like other children, she must take the consequences of the wise or unwise instruction given by others. I did not long hold the only key to her mind ; it would have been unkind and unjust to prevent her using her power of language as fast as she acquired it, in conversation with others, merely to carry out a theory of my own ; and she was left to free communication with many persons even before my necessary separation from her of more than a year.

During my absence, and perhaps before, some persons more zealous than discreet, and more desirous to make a proselyte than to keep conscientiously their implied promise of not touching upon religious topics,—some such persons talked to her of the Atonement, of the Redeemer, the Lamb of God, and of some very mystical points of mere speculative doctrine. These things were perhaps not farther beyond her comprehension than they were beyond the comprehension of those persons who assumed to talk to her about them ; but they perplexed and troubled her, because, unlike such persons, she wished that every word should be the symbol of some clear and definite idea. She could not understand metaphorical language ; hence the Lamb of God was to her a *bona fide* animal, and she could not conceive why it should continue so long a lamb, and not grow old like others, and be called a sheep.

I must be supposed to mention this only as her faithful

chronicler, and to do it also in sorrow. If the poor child spoke inadvertently on such topics, it was without consciousness of it, and she was made to do so by indiscreet persons, not by any communications of mine or of her teacher. We shall never speak to her of Jesus Christ, but in such a way as to impart a portion at least of our own reverence, gratitude and love.

During my absence in Europe I received from her several letters, and among others the following:—

My Dear Dr. Howe:

24th of March, 1844.

I want to see you very much, I hope that you will come to South Boston in May, I have got a bad cough, for I got cold when I came home, in much snow with Miss Swift, but my cough is little better. When you come home I shall be very happy to have you teach me in the Psalms Book, about God and many new things I read in the Harvey Boy's Book every Sunday. I am learning Asia now, I will tell you all about new things to please you very much. Why do you not write a letter to me often? Do you always pray to God to bless me. I think of you often. I send a great deal of love to you and Mrs. Howe. I shall be very happy to see you and her when you come home. I always miss you much. All the girls and I and Lurena had a very pleasant sleighing seven miles to a hotel. We had nice drink of lemon and sugar and mince pie and sponge cake. Governor Briggs came twice to see us and the blind scholars. We are all well and happy and strong. I have not seen you for ten months, that is very long. I wrote a letter to Governor and he wrote a letter to me long ago. Mr. Clifford is a Dr. now to cure his wife. I wrote a letter to her. I want you to write a letter to me. Miss Swift sends her love to you. Are you in a hurry to see me and J. again? I would like to live with you and your wife in a new house, because I love you the best. All folks are very well and happy. I want you to answer my last letter to you about God and Heaven, and souls and many questions.

My dear friend good bye,

LAURA BRIDGMAN.

In reply I wrote her as follows:—

MY DEAR LITTLE LAURA:—Mrs. Howe has a sweet little baby; it is a little girl. We shall call her Julia. She is very smooth, and soft, and nice; she does not cry much, and we love her very, very much. You love her too, I think, do you not? But you never felt of her, and she never kissed you, and how can you love her? It is not your hands, nor your body, nor your head, which loves her and loves me, but your soul. If your hand were to be cut off, you would love me the same; so it is not the body which loves. Nobody knows what the soul is, but we know that it is not the body, and cannot be hurt like the body; and when the body dies the soul cannot die. You ask me in your letter a great many things about the soul, and about God; but, my dear little girl, it would take very much time and very many sheets of paper to tell you all I think about it, and I am very busy with taking care of my dear wife; but I shall try to tell you a little, and you must wait until I come home, in June, and we will talk very much about all these things. You have been angry a few times, and you have known others to be angry, and you know what I mean by anger; you love me and many friends, and you know what I mean by love. When I say there is a spirit of love in the world, I mean that good people love each other; but you cannot feel the spirit of love with your fingers, it has no shape nor body; it is not in one place more than another, yet wherever there are good people there is a spirit of love. God is a spirit; the spirit of love. If you go into a house, and the children tell you that their father whips them, and will not feed them; if the house is cold and dirty, and everybody is sad and frightened, because the father is bad, and angry, and cruel, you will know that the father has no spirit of love. You never felt of him, you never had him strike you, you do not know what man he is, and yet you know that he has not the spirit of love,—that is, he is not a good, kind father. If you go into another house, and the children are all warm, and well fed, and well taught, and are very happy, and everybody tells you that the father did all this, and made them happy, then you know he has the spirit of love. You never saw him, and

yet you know certainly that he is good; and you may say that the spirit of love reigns in that house. Now, my dear child, I go all about in this great world, and I see it filled with beautiful things; and there are a great many millions of people, and there is food for them, and fire for them, and clothes for them, and they can be happy if they have a mind to be, and if they will love each other. All this world, and all these people, and all the animals, and all things, were made by God. He is not a man, nor like a man; I cannot see Him nor feel Him, any more than you saw and felt the good father of that family; but I know that He has the spirit of love, because He, too, provided everything to make all the people happy. God wants everybody to be happy all the time,—every day, Sundays and all, and to love one another; and if they love one another they will be happy; and when their bodies die, their souls will live on and be happy, and then they will know more about God.

The good father of the family I spoke to you about, let his children do as they wished to do, because he loved to have them free; but he let them know that he wished them to love each other, and to do good; and if they obeyed his will they were happy; but if they did not love each other, or if they did any wrong, they were unhappy; and if one child did wrong it made the others unhappy too. So in the great world. God left men, and women, and children, to do as they wish, and let them know if they love one another, and do good, they will be happy; but if they do wrong they will be unhappy, and make others unhappy likewise.

I will try to tell you why people have pain sometimes, and are sick and die; but I cannot take so much time and paper now. But you must be sure that God loves you, and loves everybody, and wants you and everybody to be happy; and if you love everybody, and do them all the good you can, and try to make them happy, you will be very happy yourself, and will be much happier after your body dies than you are now.

Dear little Laura, I love you very much. I want you to be happy and good. I want you to know many things; but you must be patient, and learn easy things first, and hard ones afterwards. When you were a little baby you could not walk, and you learned first to creep on your hands and knees, and



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then to walk a little, and by and by you grew strong, and walked much. It would be wrong for a little child to want to walk very far before it was strong. Your mind is young and weak, and cannot understand hard things; but by and by it will be stronger, and you will be able to understand hard things; and I and my wife will help Miss Swift to show you all about things that now you do not know. Be patient, then, dear Laura; be obedient to your teacher, and to those older than you; love everybody, and do not be afraid.

Good bye. I shall come soon, and we will talk and be happy.

Your true friend,

DOCTOR.

Before receiving this, she wrote me again, as follows:—

My Very Dear Dr. Howe:

What can I first say to God when I am wrong? Would he send me good thoughts and forgive me when I am very sad for doing wrong? Why does he not love wrong people if they love him? Would he be very happy to have me think of Him and Heaven very often? Do you remember that you said I must think of God and Heaven? I want you to please to answer me to please me. I have learned about great many things to please you very much. Mrs. Harrington has got a new little baby eight days last Saturday. God was very generous and kind to give babies to ~~many~~ people. Miss Roger's mother has got baby two months ago. I want to see you very much. I send much love to you. Is God ever ashamed? I think of God very often to love Him. Why did you say that I must think of God? You must answer me all about it, if you do not I shall be sad. Shall we know what to ask God to do? When will he let us go to see Him in Heaven? How did God tell people that he lived in Heaven? How could he take care of folks in Heaven and why is he our Father? When can he let us go in Heaven? Why can not He let wrong people to go to live with Him and be happy? Why should he not like to have us ask him to send us good thoughts if we are not very **sad** for doing wrong?

mused a while, as subject, and said, ‘ play.—why do not s explained how they young; how they lov the shade. She seemed “Why do cats want t answer this question, i up the whole of that which God, through th ings of existence upon upon a single one; and only be fully explained are fully developed.

There are a great mai most young persons are yet, knows nothing, —su various kinds, severe acc

Not long ago allusion tion with her, to murder instantly asked, with muc of horror, why a man sho was painful, and probably than that which followed, perplexed to know why m her simple question amou remedy one evil deed by p

as forcible as if put by Beccaria himself; nor could I answer it, except by assuming the homeopathic axiom, "that like cures like."

It may be remembered that, in the report of the year before last, mention was made of an instance where she was led by strong temptation to tell an untruth; and of the deep regret and repentance which she manifested when she found how much wrong she had done to herself, and how much grief she had caused her friends. It seems that the lesson has not been forgotten, for I find the following record in the teacher's journal:—

At nine, talked with Laura an hour. She asked, "Do you remember about the woollen gloves that I had two years ago? and that I hid them and told lie about them, because I did not like them?" She talked of nothing but this the whole hour; said she was sorry she did so, and that the reason was because she preferred to wear kid gloves. She spoke of her work yesterday, and I told her she was very industrious to knit so much. She appeared very happy, and told me she would try to be very gentle all day, and not tire me, because I was very weak and sick.

We have not been so fortunate, however, as to avoid all explosions of passion, but I am constrained to say I think that is less her fault than ours. The following record in her teacher's journal I read with grief equalled only by surprise:—

FEBRUARY 2, 1844. At twelve I was talking with her in the school-room about the different kinds of coal, and the manner of making charcoal; we had just commenced the latter subject, when I noticed that she had left her handkerchief upon the desk. *I have always objected to this, and told her to keep it in her desk.* She has never refused to do it, though I have noticed frequently that she did it with great reluctance, but have never spoken to her on the subject afterwards. To-day, when I told *her to put it in the desk*, she hesitated as usual, and put it in



she might go to bed, hoping that her own thoughts might bring her to a right state of feeling.

SATURDAY, FEBRUARY 3. This morning have talked with Laura again, and am completely discouraged. I have tried every argument, and appealed to every motive that I can think of, and with but partial success. The only thing which seemed to move her at all was, that I did not want to punish her, but that I could not let her do many things to-day to make her happy; when she went to exhibition, I could not let Sophia talk with her, and could not let her go to the party, because only good girls went. But these were direct appeals to selfishness, and they were all that touched her. I do not know what to do, and never felt the need of counsel more. As I had exhausted every argument, I thought I would try the effect of a lesson in geography; so taught her something about the produce of different countries of Europe, and of their manufactures. She was very quiet during this, and also a writing lesson which followed. The regular lesson for the last hour's school would have been the reading of a story, and I thought best to omit it. At dinner she seemed to be very well satisfied with herself. When it was time to go into the school-room for the exhibition, she said, "I think I had better not go." I merely said, "It is time," and took her hand to lead her. During the exhibition she said, "Is Sophia here?" I told her she was at her desk, in the school-room. "I am very happy," was the only reply. This was a spirit of defiance in Laura that I had never seen before. A few moments after, she attempted to kiss me, thinking she could take advantage of the presence of company. She was very willing to answer her questions, and willing to do what I wished her to do. At seven I told her she could go to bed, and she went without any objection, but still with the same expression of countenance.

SUNDAY, FEBRUARY 4. As Laura proposed that she should sit alone to-day, I left her this forenoon in the basement, where she had seated herself. When I returned from church she did not appear to be troubled at all. I led her to dinner, and then of her own accord she returned to the same place. At tea-time she seemed much more sad, and after tea I sat down by her to try what effect I could produce then. I could now perceive a great difference, and after I had told her how wrong it was

that she did not feel more sad for doing wrong, she said, "I do feel very sad now; I was sad and cried this afternoon, and I thought that I was very wrong, and I asked God to forgive me, and send me good thoughts, and to love me." She then asked the old question, "What shall I ask God first, when I ask Him to give me good thoughts? Must I say, Lord, Father, my Heavenly?" I answered her that she could say just what she thought first, and that satisfied her. I told her that I was glad that she felt better now, and that I would forgive her, and I hoped she would never be angry again. She said, "I think I *never* shall do so again. Why do I feel so very sad after I ask God to forgive me, and when you forgive me?" I told her it was because she felt sorry that she had done wrong at all.

Every reflecting person must see and lament the error of treatment, but the best might have fallen into it. It may be good, it may be necessary, "to break the will of a child," but never unless we have vainly tried to make it break its own will. How many softening hearts do we harden by our own sternness; how often are rising sobs suppressed by harsh reproofs; how many by their Gorgon aspect turn the just forming tear of contrition into stony hardness, and leave it the nucleus of selfishness and rage. And if these things are done even by parents, who would "coin their hearts, and drop their blood for drachmas" to promote the real good of those whom they punish, how much oftener are they done by teachers, who, when roused by opposition, forget that there may be great selfishness in their determination to carry their point. Even those who strive to govern their tempers, sometimes fail because their fathers "ate the sour grapes, and set their teeth on edge." Laura has not escaped all such untoward influences; there are persons who have had much influence over her education, who have labored most diligently and displayed great tact and ingenuity in developing her intellect, but who have never succeeded in inspiring that perfect love which casteth

out fear; there are others with far less intellect and acquirement who have gained more complete dominion over her affections, and whose will and pleasure is her delightful law.

We sometimes attribute the misconduct of children to perverseness and ill-temper, when it is really occasioned by causes over which they have no control, such as indigestion, derangement of some of the bodily functions augmented by particular state of the atmosphere, and other things. In such conditions they feel unpleasantly, and, having but imperfect development of the moral character, and little self-control, they are unamiable and cross. With adults we follow Shakespeare's advice, that such "little faults proceeding from distemper should be winked at;" but children are noticed instead of being left unobserved, and perhaps punished instead of being pitied or reasoned with, and they become sullen and sour.

The only other instance of ill-temper which I have to notice is contained in the following extract, and it will be seen that it was kindly and judiciously treated:—

TUESDAY, JANUARY 16. Laura continued to do well in arithmetic this morning. Yesterday she went to see Miss J. in Boston, and, while I was away, commenced fault-finding: Eunice was wrong because she had gone into the kitchen; Frank was wrong because he came over J.'s stairs to find Rogers. To each of these charges, which were evidently made that she might blame them, Miss J. said she was very glad they came. She then said I was not right since I put my dress on the bed. These were only a few of the cases. About three months ago she did the same thing, and I talked with her a long time about it, until I thought she saw the wrong, and felt sorry for it. When I called for her to take her home, she wanted to talk with me, but I told her I could not talk; that J. said she had been unkind, and wanted her to think about it. She said no more, and soon after we got home it was time for her to go to bed. This morning at nine I told her I wanted to talk about it. *She looked very sad when I asked her to tell me what she*

told J. In all the charges against Eunice and Frank, I showed her where they were both right in doing what they did; in reply to those she brought against myself, I told her of some careless things which she did yesterday when preparing to walk,—such as pulling a dress down and leaving it on the floor, a closet door open, etc.; and asked her if she would like to have me go to J. and tell of them, that she might blame her. And when I said that I shut the door, and hung up the dress, she answered, "You were very kind; I was very unkind." I talked with her some time, to convince her how often she might tell her wrong stories, by blaming people for things she did not know about. She said, "Whose people did I blame?" I did not understand what she meant, and answered, "You blamed *many* people." "I blamed the Lord's people," said she. I was surprised to hear this, and asked, "What does *Lord's* mean?" "God's,—I saw it in a book;" and she showed me, in "The Child's Second Book," the Commandments, "I am the Lord thy God," etc. She said, "How can I ask God to forgive me for blaming His people?" "You can ask Him in your thoughts." "Can I know when He forgives me? How can I know?" "He will give you good thoughts." The next hour was for writing. She came to me and said, "I have asked God to forgive me, and I hope I shall not be unkind." She then seated herself to write, but it was a long time before she could do so. I took a seat at a short distance from her, and tried to read her conversation with herself,—her soliloquy. She said to herself, "I am very sorry." "Doctor said he preferred to teach me himself." "Why can I not know? it makes me very nervous." There was much more that I could not read.

JANUARY 17. At nine gave her a lesson in philosophy, on the lever. She seemed to understand the three kinds, so that she could tell me what kind I used when taking coals with tongs, and ashes with the shovel, shutting a door, etc., and in more lessons will do very well. After the lesson she said, "I think God has sent me good thoughts; I am very happy to-day, I do not feel cross any." I asked why she kissed me so much; she said, "Because I love you so much; you are very kind to teach me many new things."

said I. "Because," said she, "she is crooked;" and she imitated the motion of the child walking, and asked why she could not grow like other children. She said a lady of her acquaintance, who is very fat and ungainly, was very ugly. "Why?" said I. But she could only reply that she did not know,—that she was too large about the waist, and that "her stomach came out too quick."

I asked her who was the handsomest lady of her acquaintance, and she replied, "———;" but, upon my pressing her for her reason, she could only say that her hands were smooth, soft and pretty.

A cane with knots on it was less pleasing to her than a smooth one, and an irregular knobbed stick than one with the prominences at regular intervals. She has thus the rudiments of the aesthetic sense, but, like that of other children, its development must depend upon education and habit. She is not yet old enough to give any satisfactory account of her own feelings on the subject.

The subject of her dreams is a most interesting one, but, like many others, must be passed over hastily. One morning she asked her teacher what she dreamed about, and said, "I sometimes dream about God." Her teacher asked, "What did you dream about last night?" she said, "I dreamed that I was in the entry,—the round entry, and Lurena was rolling about in her wheel-chair to exercise, and I went into a good place where God knew I could not fall off the edge of the floor." Soon after she said, "I dreamed that God took away my breath to Heaven," accompanying it with the sign of taking something away from her mouth. On another occasion her teacher says: "In the hour for conversation she commenced the subject of dreaming again, and asked, 'Why does God give us dreams? Last night I dreamed I talked with my mouth,—did you hear me talk?' 'No, I was asleep.' 'I talked with my mouth;' and then she made the noise which she generally

sorrows, though they bring heart vividly sympathizing of the affections, mornings are necessary; for must ever be small, and central point of self. the good, how few condemn, and strive to ext globe, and makes of them brothers.

Laura has much to nail cruelly hedged in, is forced at every step she feels the shortness. She has few pretties than we have,—we are forced upon our eyes from the countenances of others sounds that should appeal. Any departure from the natural body; any ail, or pain, or to contract the circle of thoughts to dwell upon the few who can find the jewels to the many is ever ugly.

It is said that, to have

the moral nature has its laws of sympathy and influence as strong as the laws of gravitation and magnetism; and these laws require that, while each nature should be subject to certain influences exercised by others, it should also retain a certain independence. Some strong minds strive to soar above these social influences, and, attaining a cold sublimity of intellect, seem to move on undisturbed by human proximity; while others, swaying to and fro in the crowd of men, are moved by every wind of doctrine,—they feel only as others feel, and think only as others think. But the great man, who in his icy isolation courts not human love and heeds not human counsel; and the little man, who never communes with his lonely self, and never relies on his own intellect,—have both departed from the natural and healthy condition of the soul, and it is hard to say which suffers most in consequence of it. Some teachers entirely disregard the tendency of each pupil to develop his particular individualism; they break off the sharp corners, smooth away salient points, and strive to reproduce as many and as perfect types of themselves as possible. Their pupils are like artificial trees in a “trim parterre,”—all cut and docked, and made to grow after one pattern. Other teachers, overlooking that tendency, neglect to repress an undue propensity, or to draw out a too feeble sentiment, and their pupils have no type at all; they are like plants in a neglected woodland, where the stunted shrub and the gnarled oak proclaim the absence either of nature or art in their training.

Now, in Laura's case all the difficulties are very much increased. She has departed from the natural and healthy standard, and, although it is not by any fault of her own, her innocence does not suspend the action of the natural law. She is withdrawn from certain natural and healthy influences, she is subjected in an undue degree to other influences; the beautiful harmony between the macrocosm and the microcosm, between the world without her and the



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world within her, is broken, and it might perplex a wiser man than I am to obviate all the unfavorable consequences of it upon her future character.

I should fill a volume were I to enlarge upon this subject, and I must only allude to some of the most striking causes which operate as disturbing forces in the development of her character. There is great fear that so much attention as she receives, and which we cannot prevent her perceiving without constant *management* and concealment, must have a bad effect upon her. And yet the attempt to conceal it might have an effect which would be hardly less bad than would be her knowledge of the truth.

I am afraid that she may be made vain and presumptuous by being so much caressed; and it would be as little consolation to reflect that it was done by the kind and well-meant indiscretion of others, as it would be to a father to know that his child had been spoiled by the over-fondness of its mother.

I am still more afraid that her peculiar situation may have a hardening effect upon her affections. I believe I have alluded to this before, but it cannot be too much considered by those who would carefully scrutinize her character. Everybody can be useful or agreeable to her in some way or other, and everybody tries to be so; but she can be of little use to them. All exercise kindly offices to her, and are themselves made better by the practice of the kindly feelings; she is merely the recipient, and kind offices long received are apt to be considered at last as something due to one's merit, and to be claimed as a right. It is difficult to find ways in which she may have the satisfaction of being useful to others, and thus train her to habits of kindness until they shall become wants, without some contrivance which she would be sure to perceive, and which would spoil the effect. Those who have looked upon her case as an interesting experiment for ascertaining the natural character and tendencies of the human heart, must take all these things



The experiment in the case of Oliver Caswell I consider to be much more satisfactory, as far as all the moral developments are concerned, than in Laura's case. He is less communicative, and has had less untoward influence exercised upon him. Though surrounded by boys, some of whom are rude and ill-disposed, he has nevertheless been much under the influence of his teachers; and a more gentle, honest, true-hearted boy exists not within my knowledge. May the maturity of both of them yield the fair fruit which the blossom of their youth now promises.

S. G. HOWE.

[Extract from Dr. Howe's report for the year 1845.]

APPENDIX B.

To the Trustees.

GENTLEMEN:—My report concerning this interesting pupil for the last year will be shorter than usual, because I intend to publish soon a continuous and complete account of her whole course of instruction.

This seems to be called for by the public, who, in various countries, have manifested such a kindly interest in her case. The accounts of her instruction contained in our previous reports have been translated into several languages, and extensively read. But it is impossible to do justice to such a subject in detached papers, published annually. Besides, the series of those papers is not perfect; large editions of some of our reports having been completely exhausted by the demand.

The importance of the case, in a psychological and moral point of view, justifies the attempt to put it upon permanent record. It is due also to the many kind and excellent persons who have manifested their sympathy for the child, and in various ways encouraged her teachers to *perseverance* in the attempt to overcome all the obstacles to the *full development* of her imprisoned soul. The account of

her progress during the last year will therefore be general and concise.

Her health has been good until within the last three months, during which time her appetite has become impaired, she has lost some flesh, and has grown feeble. I have not been without apprehensions of serious consequences; but, as there is no appearance of any organic disease, it is reasonable to hope that the functional derangements will yield to judicious treatment.

The danger of the great and continual activity of her brain and nervous system has never been lost sight of; and constant care has been taken to guard against its evil effects, by exercise, and by amusements calculated to diminish it. But it may be, that, in spite of our efforts, her system has suffered from this cause.

In the normal condition of the body, the constant hungering and thirsting of the youthful mind for knowledge is gratified by the spontaneous and pleasurable exercise of the perceptive faculties. The child has only to open his eyes and learn every day and every hour new combinations of form, dimension, size, color, distance and motion, among the innumerable objects around him. His ear and his other senses impart to his mind a thousand sensations, which, by a natural process, the mind in its turn attributes to external objects. All this process is one of learning; the result of it is knowledge,—knowledge more varied and more valuable than any which a teacher can ever impart. It is the gymnastics of the mind; and, by virtue of that beautiful law which commands pleasure to attend all natural exercise, it becomes both delightful and health-giving.

But what to other children is spontaneous activity or pleasant exercise, is to poor Laura severe effort and fatiguing labor. They see external nature as through a glass, and learn a thousand things at a glance; she has to break

Her teacher was reading, the same day, something in which a compass was mentioned; upon which, she was desirous of knowing all about it. Her teacher showed her a magnet, and applied it to a toy in the shape of a swan floating upon the water. When she felt the bird to be attracted by the magnet, her face grew very red, and she said, much surprised, "It makes it live; it is alive, for it moves." Her teacher then asked her if the bird ate, or slept, or walked, or could feel. "No," she replied; but still seemed hardly convinced that the magnet did not give life to the bird, until she was shown its effect upon a needle. This led to an explanation of attraction; and she soon afterwards showed her disposition to apply all new words in as many senses as she can, by suddenly embracing her teacher, and saying, "I am exceedingly attracted to you, because you are always so kind."

A little reflection upon the mental process by which she converted a term expressive of a physical relation into one expressive of a mental emotion, will explain the difficulty which many persons find in understanding how she ever learned abstract terms, and words significative of mere emotions.

Laura, of course, cannot convert those terms which usually express physical relations into terms expressive of moral relations, so easily as other young persons can; but in her case, as in theirs, the mental process is a natural and almost involuntary one. All children go through it without any special instruction, and use metaphorical language long before they know what a metaphor is.

The teacher plays a much humbler part in the intellectual development of children than he is usually supposed to do; his influence in the formation of moral character may be greater; but too often he labors upon the former to the neglect of the latter.

On the same day above referred to, she was speaking

to Bunker Hill from Boston to attack the Americans and expel them away when they were going to fire upon them. And when the British saw them ready they were surprised.

Her store of knowledge has been very much increased during the last year. It will be seen, too, that she has improved in the use of language; and when it is considered that other deaf mutes have as great advantage over her as we have over them, if not greater, her style will bear comparison with theirs.

She has become somewhat more thoughtful and sedate than formerly, though she is generally very cheerful, and sometimes displays a childish humor that shows her age is to be measured by the degree of her mental development, rather than by the number of years that she has lived.

She has extended the circle of her acquaintance, and has endeared herself to many persons who have learned to converse with her. It is the earnest hope of all that her life may be prolonged, and that we may be enabled to do our duty to her and to ourselves by making it as happy and as useful as possible.

S. G. HOWE.

[Extract from Dr. Howe's report for the year 1846.]

APPENDIX.

BOSTON, Jan. 1, 1847.

*Report of the Director to the Trustees upon the Case of
Laura Bridgman.*

GENTLEMEN:—It was stated in the report about Laura Bridgman which was made in January last, that her health had been failing during several months, and was then very feeble; I am sorry to say that it continued to grow weaker for some time, and has not yet become entirely re-established. During the most of the past year she has

countenance is to us. It is almost impossible that her companions should feel particularly gay or sad, and withhold the knowledge of it from Laura. The natural language of the feelings is almost infinite. A common observer reads only the page of the countenance; the keener one finds meaning in the tones of the voice, or, looking more closely, reads signs in the very shaking of hands. But Laura not only observes the *tones of the finger language*, she finds meaning in every posture of the body, and in every movement of a limb; in the various play of the muscles she observes the gentle pressure of affection, the winning force of persuasion, the firm motion of command, the quick jerk of impatience, the sudden spasm of temper, and many other variations which she interprets swiftly and correctly.

With all these means of ascertaining the state of her teacher's feelings, and with the certainty that an untrue answer would never be given to her, Laura would surely have learned that her life was thought to be in some danger, if she had ever been accustomed to dwell upon thoughts of sickness and death; but she had not, and therefore she walked without a shudder upon the brink of the grave.

The result was as I had hoped and expected that it would be, for I was more sanguine than others. The natural strength of her constitution, which had triumphed in that fearful struggle during her infancy, though at the expense of two of the most important organs of sense, had been carefully nurtured by constant exercise, simple diet, and regular habits of mind and body, and it carried her safely through this second trial. After she had been brought so low that it seemed as if the tendency to disease could find no more resistance to overcome, it yielded at last, and then the vital powers began to rally slowly.

When the weather grew warmer, she began a course of sea-bathing, and of exercise upon horseback. These occu-

I have spoken of Laura rather as she has been during the time since she was last mentioned, than as she actually is; for now, as she increases in years, the flowing tide of animal spirits subsides a little; the swelling waves of joy are seen, but they break not so often into boisterous mirth. Without being less cheerful and happy, she is in her usual mood more quiet and subdued. Life is to her a boon, and she so considers it; for often, in the fulness of her heart, she says, "*I am so glad I have been created!*"

Her pleasures are of the simplest kind, and taken regularly, and therefore never pall upon the sense. She has not any of that moral intemperance which so often destroys happiness,—the thirst for excitement, the wish for pressing the joys of years into one day, and drinking the whole at a draught, leaving the lees of satiety, perhaps of repentance and sorrow, as the portion of the future. A gleam of sunshine upon her face, a warm south wind, the soft grass under her feet, a growing plant or an opening flower,—any of these things awaken a feeling of pleasure, and often lead her thoughts up to Him who created them. Her lessons afford her continual pleasure. The simple portions of knowledge, her mind's daily bread, are earned by labor, which gives a relish to the homeliest morsel of truth.

Then there are her pure affections, still more abundant springs of enjoyment, from which the deepest draught can produce no moral intoxication. She loves her friends tenderly and indulgently. She never forgets them, but speaks of those whom she has not met for years with earnest interest. To their virtues and praises she is ever sensible; to their faults and their detractions she is indeed blind and deaf. Few persons are less exacting in their requirements, and less censorious in the judgment, respecting their friends and acquaintance, than she is. Indeed, I do not recollect ever hearing her speak censoriously or unkindly of any person. Miss Wight mentions in her journal that Laura has occa-

mental faculties. A man may as well expect that he can come to understand the "*Mécanique Céleste*" without early exercise of his mathematical powers, as expect to comprehend fully the Sermon on the Mount without previous training of his feelings of charity and love by actual exercise of them.

He who should propose to become a great mathematician by beginning his studies after his life is almost spent, would be called mad; but he who proposes to spend threescore years in the pursuit of mere pleasure, or fortune, and then begin the *practice* of virtue, so as to die a saintly Christian at threescore and ten, finds so many to keep him company that his sanity is not doubted.

Laura's sympathy is ever ready to flow for those who are afflicted. She lately wrote, of her own accord, the following letter to a lady who had lost an only child.

Sept. 28, 1849.

My dear Mrs. L.:—

I was very much surprised to hear of the decease of your darling, last Tuesday. I hoped that she would recover very soon. I trust that your little Mary is much happier at her new home than she was on the earth. I am very positive God, and his beloved Son Christ, will educate your child much better than men could in this world. I can scarcely realize that the school is so excessively beautiful in heaven. I can sympathize with you in your great affliction. I cannot help thinking of your trouble and little Mary's illness. I know very certainly that God will promote her happiness for ever. I loved her very dearly, as if she were my own daughter. I shall miss her very much every time I come to see you. I send my best love to you and a kiss. I am very sad for you. Yours, &c.

L. B.

It will be seen that she uses language which seems to imply considerable religious instruction; but it would not be fair to suffer such inference to be drawn, because she

or whim; but, like all his precious gifts, it is in the nature of a trust, limited by conditions and attended with responsibilities. These conditions and responsibilities are too often violated and neglected; hence men not only fail to reap all the profits from the use of the trust, but incur the penalties of its abuse. For instance, a great mind generates a great thought, such as those of common strength could neither conceive nor give birth to; he embodies it in words, and sends it forth upon the wings of language for the use of humanity. Without such embodiment it would be worthless to every one but himself, and even with it is useless to those who, having ears to hear, do not understand. The number of those who hear without comprehending is very great,—greater, sometimes, than those who hear and understand also. Nay, it may be said, with regard even to some of the most precious words of wisdom, that they are comprehended by very few in each generation of those who repeat them over as familiarly as household words. This is often a source of loss, if not of evil. Children hear the words of some sentence which embodies a great truth; they repeat it over as they grow up, they assent to it, they seem to believe it, and yet never fully comprehend it in all its bearings. This is true even of simple propositions asserting concrete truths. For instance, "The earth revolves upon its axis, and around the sun." Many learn this at school, repeat it over ever afterwards, believe it all their lives, and seem to understand it, but form no adequate conception of its meaning. Many die without ever seeing with the mind's eye the bulky globe suspended in space, spinning swiftly around, now in the sunlight, now in the darkness, with its broad continents and towering mountains standing steadfast in their places, and the great ocean bulging out on either side, while the whole rushes forward on its circuit, steering its way among other globes, to come back in a year to precisely the same place from which it started, without having swerved

one of those terrible wrongs which pierce the soul with a sharper pang than death of parent, child or lover, and then let him pronounce the words, "Forgive us our trespasses as we forgive those who trespass against us," and he will falter; he will hesitate to ask God to mete out to him *only* that measure of forgiveness which he metes out to the offender against himself; and the Amen! will stick in his throat. It never stuck in Macbeth's, until the full force and meaning of the "God bless us!" which he had used all his life, was suddenly brought home to him by the fell deed he had just done.

Precepts given before they can be comprehended are apt to degenerate into lifeless and unmeaning dogmas; and it was partly to prevent their doing so that I deferred so long this part of her instruction. It would be absurd, of course, to push the doctrine to its extreme, and never impart an idea beyond the full comprehension of a child; but it is not absurd to keep the doctrine in view.

She was early taught that words must come to her as things bringing some meaning; if they do not show it at once, she challenges them, and bids them answer. She will not go over the first chapter of a book without stopping you at every verse. Tell her God created the world in some way that mortals cannot comprehend, and she lets it pass. Tell her that he created it out of nothing, and she cries, "How can that be? what is nothing?" When told he did it in six days, she simply exclaimed, "How industrious he must have been!" Other children have their capacity for receiving statements so early and enormously developed, that any doctrine is received easily; but Laura, beginning later, strains at gnats, while they swallow camels. Of her own accord she challenged doctrines that she would doubtless have embraced unwittingly if she had been taught in the common way; to say nothing of certain doctrines and dogmas, the piquancy and force of her objections to which

the most keen and observing men. In learning words, she derived not so much advantage as other children do from the stimulus of pleasure, which makes what would be otherwise a task delightful play. Blessed and glad was she, indeed, to be able to learn language; but her pleasure was not exactly of the kind which little children feel. Men never think — happy things! — of the use which language is to be of to them; they do not perceive that the mind is at work in learning to talk, any more than the lambkin perceives that it is working its muscles when gambolling upon the greensward. The love of imitation, the disposition to name things, the pleasure of comparing them and finding resemblances and differences, and, above all, the unconscious desire to communicate with others,—all these motives urge on the child to ceaseless prattle. Now, in nature there is a time for everything, and things learned out of season must be learned less easily and perfectly than if learned in season. Laura had passed the season of life when the vernacular tongue should be learned, before the help came by which she was enabled to learn at all. Five precious years, in which, perhaps, as much, if not more, is learned by children than in any other five years of life, had been to her a dark and silent blank. The natural *disposition* for speech had probably become weakened by long disuse. When she did begin, she was not impelled by sportive playfulness, but by a conscious desire for light, and by a wish to communicate with those who were striving to widen the narrow loophole of her imprisoned mind. The history of Laura's case, though it teaches us how pleasant may be the pursuit of knowledge at any season, and under the greatest difficulties, teaches us, moreover, that it is most pleasant when conducted according to the indications of nature.

The child of two or three years old keeps continually repeating over the words it hears pronounced, wagging its

ology could give; and it has been seen that the condition of her mind and her affections was closely connected with the condition of her physical system. Let it not be supposed that her usual gentleness, her affectionate disposition and her cheerfulness, come altogether from a happy constitutional temperament, for it is not so. On the contrary, she inherits a constitutional disposition to irritability and violence of temper. The nervous system is the predominant one in her physical constitution. When this is disordered, its tendency is to destroy the equanimity of her temper, and it requires a mental effort to prevent its doing so. Laura relates how impatient she used at times to be, before her instruction was commenced, and when she sat comparatively alone in her dark and silent prison; how at one time, starting with uncontrollable impatience, she threw the kitten from her lap into the fire.

She might have been ruined by hasty and injudicious treatment, or one which did not keep steadily in view the connection between her mental and physical condition. Miss Wight never lost sight of it; for, even since her charge of Laura has commenced, there has been more than one occasion when Laura, unstrung as it were by bodily indisposition, has lost command of her temper. Allowance was made for the disturbing physical cause, but not so fully by herself as by others. Her awakened conscientiousness comes along close after the sin, and smites her terrible blows, disproportionate, indeed, to the offence. She has long been accustomed to make strong efforts to preserve an equable temper, and generally with entire success. Sometimes, however, there seems to be a sudden paroxysm, and an irrepressible nervous explosion. She immediately becomes conscious of it, and, if she has shown petulance to her teacher or unkindness to any one, she is sad and self-reproachful for a long time. Such cases are rare, and, to the best of my knowledge and belief, are never disconnected with some derangement of her physical

now see, with pain and sorrow, how some unfavorable influences] might have been kept from acting upon Laura's character; but I see also, how, under ordinary circumstances, a person inheriting the mental peculiarities that she does — with imperfect health, wearing her nerves upon the outside, as it were, and so sorely bereaved of the senses through which come most of the material pleasures of life — would almost certainly be selfish, querulous and sad, whereas she is generous, uncomplaining, and even happy.

In the language of Miss Wight, "Much might be said of her sympathy with those about her who are sick or in trouble, and those who are suffering everywhere; of the innocent simplicity of character which she has preserved, notwithstanding the attention she is continually receiving; of her sorrow for the faults of others, speaking of them in sorrow and not in a detracting spirit." "I am confident," says Miss W., "that with me, or any one who loved her, she would work all day long patiently for her daily bread. Now and then, indeed, she speaks sadly of the time when she must leave the school and do so."

This leads me to speak of a subject about which there should be forethought and preparation; to wit, the means of her support in the future. She understands the worth and the importance of money, and begins to be desirous of possessing it, not as an end, but as a means. It would have been easy to conceal this knowledge from her, and some regret that it has not been done, lest it shall destroy to her some of the beauty and poetry of life. But it is a truth and reality, and there is no true poetry and beauty inconsistent with a knowledge of these. It never occurs to her that her friends may die, and she be left to the charities of the world, or that its charities are ever cold, for she has known only its loving-kindness; but she simply feels a desire for independence. She knows very well what this is; she perceives what a difference it makes among her

friends and acquaintance. Some of them are wealthy, some are poor; and, though she cares not for wealth, she would shun poverty.

She knows the cost of rich shawls and fine lace, of precious stones and jewelry and furniture; but no display of them ever seems to affect her appreciation of the owner's worth. As yet, she has escaped the disturbing influence which wealth, and other hollow and factitious distinctions among persons, have upon the opinion and esteem in which they are held. She is no respecter of things artificial or superficial. The absence or presence of "the guinea's stamp" alters not, in her mind, the value of the metal that is in the man. No display of wealth or luxury can dazzle her, though it may be perceived by her. Even beauty of person or sweetness of voice fails to affect her. The seductions of the smile and of the eye charm not her judgment into sleep. The speaker must drop, before her, the masquerade of soft smiles and sweet tones, which impose upon others, and his words have weight only according to their real worth. They must be signs of feelings and deeds, and, if they tally not in every particular with the things they represent, they are thrown aside as counterfeit and worthless coin.

She meets the Governor of the State as quietly as she does the most ordinary person; and she would meet the Queen of England just as quietly, though she might perhaps raise a curious hand to feel if she wore her crown. True, she is fond of being neatly dressed herself, as has been said, and she is curious to know all about the newest fashions. She would, if permitted, examine with eager fingers the new articles of dress upon a fashionable lady fresh from Paris; but her admiration of their qualities would not be transferred to the wearer, any more than it would to the padded figure that turns round and round in a shop window. Nevertheless, she has an appreciation of the value

of the comforts and refinements of life, and of the importance of having the means to secure the enjoyment of them. Her father is a respectable farmer, and a man of some worldly inheritance, and he would gladly give her the shelter of his home for life. She loves her parents and her brothers, but she could not find in their remote village the means of continual culture and improvement, which are to her the bread of life, and the appetite for which grows by what it feeds upon. She desires to possess advantages of life, to wit, money; and is beginning to gather it together in her small way. She works constantly, making bags, purses, etc., which are sold, and the profits paid to her. It is evident, however, that she cannot earn enough, by ever so diligent use of her fingers, to give her a competence. Other means she has none, though she sometimes, with pleasing simplicity, says she has. In a late conversation with Miss Bremer, Laura asked her, with perfect simplicity, whether she found that writing books "paid well." "Pretty well," was the reply. Upon which Laura eagerly rejoined, "Do you think, if I should write a book, it would pay well?"

Perhaps, by a little effort on the part of her friends, money enough might be raised to buy for her a life annuity, which would place her beyond the reach of pecuniary want, and secure to her the attendance and companionship of some young lady, who could be to her what Miss Wight has so long been. Laura will do what she can, diligently and cheerfully, to perform those duties and labors of life, of which every conscientious person should discharge his proper share. She asks no one to do for her what she can do for herself. She wishes no one to be her menial or servant. She has already done some service in her day and generation, by setting forth in her deportment, under her sore afflictions, the native dignity of the human character.

not try also to teach her to speak by the vocal organs, or regular speech. The few words which she has learned to pronounce audibly prove that she could have learned more.

This notice of Laura is followed by an account of Oliver Caswell, which shows something of Laura's share in his education. Indeed, the two children are here so closely associated, and present such a remarkable picture, that this narrative is quoted almost entire : —

The next case which I heard of was that of a boy named Oliver Caswell.

I procured his admission into our institution, and, by the aid of the zealous and intelligent young ladies who had been engaged in training Laura, proceeded, by the same methods and contrivances as had been devised for her instruction, to develop his means of communication with others. After long, oft-repeated and patient efforts, he got hold of the thread by which he was led out of his dark and isolated labyrinth into light. He learned to express his thoughts by the manual alphabet; to recognize the signs of letters made by the fingers of another person; to write legible letters to his family; to read his Bible and other books; and also to work dexterously at simple trades, such as making brooms and door-mats, bottoming chairs, and the like.

Laura herself took great interest and pleasure in assisting those who undertook the tedious task of instructing him. She loved to take his brawny hand with her slender fingers, and show him how to shape the mysterious signs which were to become to him the keys of knowledge and methods of expressing his wants, his feelings and his thoughts; so that he might have free and full communion with father, mother, brother, sister, and friends of all degrees. Patiently, trust-

ingly, without knowing why or wherefore, he willingly submitted to the strange process. Curiosity, sometimes amounting to wonder, was depicted on his countenance, over which smiles would spread ever and anon; and he would laugh heartily as he comprehended some new fact, or got hold of a new idea.



No scene in a long life has left more vivid and pleasant impressions upon my mind than did that of these two young children of nature, helping each other to work their way through the thick wall which cut them off from intelligible and sympathetic relations with all of their fellow-creatures. They must have felt as if immured in a dark and silent cell, through chinks in the wall of which they got a few vague and incomprehensible signs of the existence of persons like themselves in form and nature. Would that the picture could be drawn vividly enough to impress the minds of others as strongly and pleasantly as it did my own! I seem now to see the two, sitting side by side at a school desk, with a piece of pasteboard, embossed with tangible signs repre-

minute point, every one would be the discoverer of light which, communicated to others, would enlighten the whole moral horizon; and if each generation would transmit all its light and knowledge to its successor, the time would soon come when mankind would cease to talk of God's awful dispensations, and wonder only at the immensity of His love.

It is with these views that I have selected Laura Bridgeman's case as the subject of a work which I place before the public in the hope that it may be useful; believing, as I do, that this "child of misfortune" is destined, in the course of nature, to be the instrument of great good, not only by drawing forth the sympathies and putting into exercise the kindly emotions of others, but by teaching them how great may be improvement under the worst difficulties, how pure and elevated may be even uncultivated human character if only removed from bad influences, and how joyous may be existence under the darkest cloud.

If I succeed in making one child wiser, one happy person happier, or one sufferer less repining, then shall I not have labored in vain; then will not Laura in vain have gone through a world of beauty which she never saw, and lived in a world of music which she never heard.

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ONENESS OF NATURE.

No two men look alike to those who know them familiarly. Increase your familiarity, and you shall be able to tell on which of their heads any particular hair, fallen by the way, did grow. But, though the hairs of their heads and parings of their nails differ; nay! though the very atoms which make up those parts do widely differ from each other, nevertheless, the likeness of the men to each other—the *human* likeness—is never lost. You cannot so maim,

mutilate or deform one of them that he will not be known at a glance, as a man. Disfigure him as you may, you cannot mistake him for a monkey. Is it not so with the mind? No two men think or feel alike. A crowd seems animated by one sentiment, gives one shout of accord; but he who knows the shouters well enough, knows that every man was moved to the expression of his feeling by a train of thought all his own.

But, though all the springs of thought and all the emotions of the heart differ as widely in men as do the features of their faces, nevertheless, the mental likeness is never lost, the common humanity is ever to be seen. You cannot so *brutalize* his nature, so change his soul, as to make it like that of the beasts that perish. It may well be that the germs of all the reasoning powers, the traces of all the human sentiments, are to be found in the animals; nevertheless, the difference between the faculties they may have and the human faculties, regarded as a whole, is as the difference between mind and soul; it is utter and entire.

Finally, as in outward form all men widely differ yet closely resemble each other, so in spiritual nature they are utterly diverse yet all alike. Those things in which men differ spiritually are of less note and consequence, perhaps, than those in which they resemble. The practical man discerns the former; the philosopher deals with the latter. The shrewd man may make a very poor generalization; the philosopher or statesman may be a very simpleton in real life. The truly great man unites quick perception of the differences to a clear understanding of the likenesses. The teacher has most to do with the differences, the educator with the resemblances, of men.

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EDUCATION.

It is admitted, I believe, among scientific agriculturalists, that the finest and most delicious fruits are *artificial* products, or, rather, the results of natural efforts wisely directed by human skill. Nature trusts nothing that is of vital importance in vegetable or animal life, to man; she secures her great purpose of perpetuation by means over which he has no control, and which his negligence or abuse cannot affect. In her great garden of the earth she aims only at the production of healthy and vigorous plants, which shall produce perfect seeds for the reproduction of exactly similar plants; she does not improve them, she only stands and patiently waits for man to do his part of the work. Man comes and diminishes the tendency to a coarse and rapid growth of the substance of the plant, and to large seeds, and thereby he improves the flavor and increases the size of the fruit, or, rather, of its fleshy pulp. He *heads in* the branches, and directs the force of the juices of the plant to the growth of the fruit.

May it not be so with human growth? In the savage state and in the lower grades of civilization the whole tendency is to strength and vigor of the muscular system; the development of the *animal* nature absorbs all the energy of growth. Civilization *heads this in*, diminishes the physical exercise, directs the energy of the system to the development of the brain and nervous system; and, while the strength and coarseness of the body is lessened, the sensations and perceptions are multiplied and refined, and the fruits — the intellectual and moral products — are vastly increased and improved.

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In everything that is of vital importance to the life of the individual and of the race, Nature takes the management into her own hands. She takes such precautions that

parts ; he will get rid of worn-out particles and bad humors. If he sleeps enough every night in an airy room, as much new matter and fresh humors will be formed as he threw off, and he will awake with a partly new body and with his whole system refreshed and invigorated ; he will be wound up to run sixteen hours pleasantly and vigorously.

Men are to learn all their relations with the world in which they live and the beings with whom they are to associate, by means of their five senses ; and Nature takes care that in almost all cases men shall be forced to exercise their senses to a certain extent, so that they shall not be idiots. They have eyes, and they see many things ; they have ears, and they must hear many sounds ; they have touch and taste and smell, and must learn many qualities, whether they will or no. But all the rest is voluntary.

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VOLITION ; EXHAUSTION.

The doctrine before alluded to, of the expenditure of the nervous energy by volition, explains why Laura cannot study a given time without greater exhaustion than other persons. Thought is volition and effort ; and the amount of expenditure of nervous energy which it causes is determined by the intensity of the thought. Laura is obliged to give intense attention even to common conversation, because the subject presents itself only through the medium of one sense ; she exercises constant and earnest volition in striving to understand language which always must be, to a considerable extent, figurative, and consequently becomes soon exhausted.

This kind of exhaustion of the system, by mere attention to a discourse, is greater in all cases than most people are aware of. Many a man may say that he has done an hour's very hard work in merely listening to a sermon or lecture ; and, though the wood-sawyer may sneer at the gen-

ttelman's idea of work, he would find himself more exhausted, perhaps, by trying to do the same task, than by sawing two feet of wood.

There is one peculiarity in the operation of this law of nervous exhaustion, by mere volition in attention to discourse, which makes the case harder for Laura; that is, that it requires more volition to keep up attention when the body is perfectly at rest than when there is a slight muscular effort, which increases the depth and rapidity of respiration, and sends freshly oxygenated blood to stimulate the brain. When we become a little drowsy in reading, we have only to take a turn or two in the room to be aroused. Indeed, the bare effort to support the body keeps the muscles in a state of tension which impels the blood more briskly through the arteries. Hence, if, instead of sitting upright upon a stool, we lounge in an easy chair, or more especially if we lie down at length, we soon grow drowsy. Now Laura, while studying, must keep her body in one position, and attend very closely to the forms of the letters on the fingers of her teacher; and she must keep her attention an hour to learn as much as an ordinary child would do in ten minutes.

Great advantage is derived in her case, and very great, I am sure, might be derived by many persons, from following the practice of the old Peripateticians, and walking about while discoursing.

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PERSONAL APPEARANCE.

The effect of mental training is seen in Laura's face and manner very plainly.

Some of the Jews who carry on the traffic in human flesh in Asia, and furnish the harems of the sensual Turks with young beauties, have learned that intellectual culture adds to the charms and the price of their living wares. They therefore buy girls from their parents when quite young.



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and give them such culture as they can, teaching them to dance, to sing, to repeat poetry, etc. If they have a young creature of uncommon charms, who may aspire to be queen of beauty in the harem of a pasha, or an earthly houri in the seraglio of the sultan, she is taught Italian, and receives as much culture as the knowledge or the means of her master allows him to give her; and this solely with a view to give an intellectual expression to her face, and to heighten her charms by the animation and intelligence of her countenance. There are some Christians who might take a lesson from these cunning Hebrews, and learn one, though the least, advantage of mental culture; there are others, perhaps, who will less begrudge the labor and expense of what they consider merely fashionable accomplishments, if they discover a palpable advantage to be derived from them.

The truth is, however, that the animation and intelligence of the countenance are not dependent upon the amount of mental acquirements and the variety of accomplishments, except in so far as these imply habitual activity of attention. The measure of Laura's knowledge is very small; she hardly possesses the very rudiments of knowledge; of what are called accomplishments, she has none at all; music, painting, embroidery,—these are to her occult sciences; while, as for subtler acquirements, powers and attractions,—the ease of posture, the grace of motion, the glance of the eye,—these are to her names of unimaginable things. Nevertheless, her countenance is generally very animated and very pleasing, notwithstanding the total eclipse of the sources of the most light in every face. When her features are all exposed, your attention is so painfully drawn to the hollow sockets in which are seen the shrivelled remnants of what were her eyeballs that nothing agreeable can be seen. **But** she is never thus seen except by friends, for it has become as much a habit for her to put a clean green ribbon over her eyes when she dresses herself, as it is to put on

her gown. When thus dressed and her eyes shaded, her features are comely and pleasing; and the regular oval of her face, surmounted by her broad, lofty brow, and set off by her fine, glossy hair, makes her quite handsome. But that which is most interesting is the change which has been brought about, by her course of education, in her very looks and features. Not only is the expression of her countenance more lively and intellectual, but the very form of her head has changed, I think, more than is usual with young persons generally. It is to be regretted that no accurate measurement of her head was made when she entered.

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LANGUAGE.

Language, according to Degerando, may be considered as natural, analogical, and arbitrary. The natural signs for emotions are but few, but I think more numerous than Degerando allows. A man understands his own feeling, and remembers that, upon such a sensation occurring, he made such and such a manifestation; that is, being pleased, he smiled; grieved, he wept: observing the manifestation in another, he attributes to him the emotion. Thus they understand each other. To this extent some animals have language.

But man has that within him which aids, nay, impels him to form a language, to a degree which I have not seen admitted or hardly referred to by any writer. He has the social feeling impelling him to commune with his kind, and this strong yearning of his nature impels him on. He is possessed of the power of imitation, and he perceives that the image of a thing is recalled to his mind as well by anything that resembles it as by the thing itself. He finds this will be the case with others. He applies this to language. For instance, the image of a fowl which he has

It is clear, therefore, that deaf mutes, like common children, should go to propositions as soon as possible, and not be kept picking at the dry bones of the skeleton of speech.

Nevertheless, with a deaf, dumb and blind person there is but one mode of procedure at first, and that is to teach the names—the signs of a certain number of things; for with these alone can one operate afterwards. As soon as possible, indeed, go to the proposition; clothe the word with its attribute, connect it first with an adjective, then with a verb, etc., then apply to it different words, put it in every shape, in every position and relation; for it becomes interesting only by its relations.

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BRAIN.

Cabanis likened the brain to the stomach, and said that it digested the sensations and changed them into ideas. There is a certain likeness between the functions of the stomach and of the brain. As the stomach receives many different aliments, of divers shapes and qualities, and, by the work of digestion, changes them into substances entirely different; and as these substances finally reappear in the shape of bone, tendon, muscle, nerve, skin, nails, hair, etc.,—so the brain, receiving certain impressions through the nerves of sight, hearing, smell, taste and touch, works them over, combines them together, takes a little from one and a little from another, and forms ideas of things round or square, large or small, white or black, sweet or sour, hard or soft, still or noisy, moving or at rest, dead or alive. There can be no question about the truth of the Aristotelian doctrine revived by the French philosophers,—that all ideas of sensible objects are derived immediately or remotely from impressions made upon the senses; and no human being can have clear ideas of any sensible quality except it be obtained through an organ of sense. The blind man knows nothing



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I cried upon seeing a bird killed, and a dog that had died. Even before this I was grieved to see men led by, in chains; and when I was asked if I would like to go and see them hung, I said, eagerly, ‘No! I do not love to see people killed!’’

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TIME.

It is usually supposed that our power of measuring time is derived from a complex action of the general powers of the mind, or, as it is stated by an eloquent writer, for the perception of the steady flow of time we are wholly indebted to external and artificial means, deprived of which our notion of duration and our recollection of the successive parts of it, would be the most variable and illusory of all the conditions of our existence. . . .

Now, if this were true, the accuracy of a person’s measurement of time must depend mainly upon the extent of his means of perceiving the movements of “the clockwork of the material universe;” these means are the external senses, and he who has most of them, or has them in the best condition, should be the best timekeeper. But the case of persons deprived of some of the senses seems to disprove this. I have carefully observed the blind, and I think they measure time more correctly than seeing persons. Ask a blind man whom you meet in an open common, out of hearing of any clock, and a laborer who may be near him, what o’clock it is, and the blind man will be most likely to give you a correct answer.

Now Laura has less means of observing “the clockwork of the material universe” than even the blind, and her perception of the lapse of time should be less accurate than theirs; but, on the contrary, she can tell, at any period of the day, as well as any one who has not a timekeeper, *what o’clock* it is. The common theory is, that our ideas

among bears would have the cries which are natural to the different passions; but he would not continue long to use them, for he thinks that it is only by observation that he learns their meaning. "If," says he, "he lived among other men, he would hear them utter cries and sounds like his own, and he would finally associate them each with the sentiment which they should express; but the bears would not furnish him such opportunities."

This is said upon what seems a false assumption,—that men are confirmed, by a sort of reasoning process, in the belief that the cry natural to each passion is the proper one. In truth, there is no reasoning about it; the natural tendency to associate certain cries with sensations or passions is strong and enduring, so that not even habit and education can overcome it. It is as natural to scream when any sudden and sharp pain is felt, as it is to look pale when under sudden fright. A man may suppress the sign of pain because the muscles of the chest are more under his command, while the movements of the heart and arteries are not; the only way to suppress the natural language of fear is to banish the fear. The North American Indian will, by intense mental effort, suppress the cry which is the natural language of pain, while his enemies are roasting his skin to a crisp; but let a less degree of pain seize him suddenly, and he will scream aloud. I saw proof of this once when a boy. Several wild warriors had been brought from the far West, as prisoners. They were shown everything which was likely to excite their admiration and wonder, but they looked upon them with unmoved countenances. One evening they were taken to the Columbian museum, under the supposition that such a collection of wonderful things must draw forth some marks of admiration; but they looked round as calmly as upon the greater wonders and beauties of their native forests. In the room was a large, close stove of cast iron, about as high as a common table. No fire was visible in it, and yet

it was about red hot. One of the chiefs,—the stateliest and stubbornest of them all,—being tired of walking about, approached this high seat, and, suddenly drawing his blanket from behind him, leaped upwards and seated himself plump upon the hot iron as gravely as though it were the trunk of a tree; but in an instant the heat penetrated his clothes and reached his skin, and he sprang, like a wild-cat, into the middle of the room, uttering the most fearful yell, and stood for a moment looking with staring eyes at the iron monster that had bitten him, while with his hands he strove to hold off from contact with his skin the crisp garment that adhered to it. It was only for a moment, however, for he recovered at once from every appearance of emotion except a slight one of shame at his weakness.

* * * * *

ARTICULATION.

It is sometimes asked, by those who know the great success which sometimes attends efforts to teach deaf mutes to articulate, whether Laura could not learn to articulate many common words so as to be useful to her. She has learned to pronounce a few words, and might, doubtless, learn many more; but the advantage to her would not be equal to its cost in time and labor.

There is great difference among deaf mutes in their natural capacity for acquiring articulation. A few are endowed with great aptitude; they can learn to imitate the motion of the lips, to articulate words, and to modulate their voices so as to be able to converse in a tolerable manner; they not only learn to catch the meaning of the words of others by watching their lips and the movements of the features of those with whom they converse, but even of public speakers. Some can understand a sermon delivered from a pulpit, and give as good a version of it as most persons who have ears.

them must have for their special functions the control of muscular motions, and even of the subdivision of muscular motions; and then we begin to comprehend how sometimes one man with clumsy, huge paw, may finger an instrument more lightly or repair a watch more dexterly than another whose delicate hand seems made for the most delicate work. The instrument is something, but that which guides and directs it is still more.

We have been accustomed to consider the hand and its uses as the most wonderful evidence of bodily mechanism, because attention has been especially directed to it: but we have only to give the same attention to other parts of the bodily machinery, and examine their structure and functions, and see how they minister to the will, and we shall find even more for marvel than in the case of the hand. This very matter of articulation, when we come to consider the mechanism by which it is performed, furnishes still greater subject of wonder and admiration at the wisdom it implies in its author. Every one who is led to give particular attention to the structure and function of any part of the body, or, indeed, of anything in nature, is led to exclaim that it shows with especial clearness the skill and goodness of the Creator; which means that one has only to seek for these attributes and he finds them. Look, for instance, at the glottis,—that narrow opening near the top of the windpipe, by enlarging or lessening which we regulate the volume of sound given forth. Its sides are arranged like reeds at the mouth of a double flageolet, and these are supplied with muscles which are under the command of the will. When the infant begins his practice, this passage is wide open and he screams lustily without knowing what he does. But by and by he comes to get the muscles under command, and uses them almost without thought, so as to give the right amount of voice. Sometimes, however, even grown persons, when they



but it will be long before the word *book* will be conceived of as a specific term representing a class.

* * * * *

SEPTEMBER 7. It is gratifying to observe how rapidly she progresses in formation of language. She now uses words in the singular and plural pretty correctly. She uses pronouns, personal, etc. Here is a sentence of hers: "Charlotte is in the school-room teach children." She begins to use the definite and indefinite articles.

* * * * *

SEPTEMBER 21. Diderot, with his usual ingenuity, explains the use and formation of pronouns in his figure of two men, each an hungered, and one of whom perceives fruit hanging high out of his reach. The first exclaims, "I am hungry,—I would eat." The other cries, "The fruit! I am hungry,—I would eat." Afterwards, in the progress of language he would exclaim, "I would eat it!" the mind turning back to the idea of the fruit, and substituting a pronoun for the noun.

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Laura has no idea of the force of an abstract noun, as yet. For instance, virtue, to her, as an abstraction, exists not, for she has no term by which to fix it in her mind. Perhaps I am wrong. She has an abstract noun in house, and it conveys to her an idea, or is the expression of an idea in which there must be abstraction; for the house exists not of itself, apart from its walls, doors, windows, etc. Here is an abstract noun, but one significative of physical relation. Can there be none such formed of moral qualities, and could not a being without the aid of language conceive virtue? It is true that Degerando says that a mute without arbitrary language would go on judging every particular action or event by its individual peculiarities; but I query whether, at last, he would not conceive

qualities abstractly from the actions; but I do not query very hard.

I must try to lead Laura to abstract nouns of moral qualities by analysis from physical ones.

The literal sense in which she takes every word obliges one to be careful in all communications with her. One day her teacher, in stating a sum in arithmetic, said, "One half the trees bear apples." Laura had never known the word "bear" but as the name of an animal; she therefore mused a little, and then asked, "Did you ever eat any bear apples?"

Interrupted conversation about God by asking how men could know that God was not made.

To-day asked her what Swift taught her last evening. "Nothing." "Why?" "She was sad and troubled." "Why was she sad?" "She had many things to do." I said she ought to be happy to have many things to do; but what things had she to do? "She had many troubles for me, many things to think and do." I said, "Does God, who is doing every minute, day, hour and year,—does He get tired?" "No." "He is always sending sunshine or rain, and harvests and fruits, and a thousand blessings. Is he unhappy, therefore?" "No." She then, turning eagerly to me, said, "Are you never unhappy and low-spirited?" I said, "Yes! when I am ill, or when I have done something that I am sorry for, I repent and am sad." She said, "Is Amelia" (one of her friends who is now ill) "unhappy?" I said, "She is sorry to be ill, but is happy when she thinks of good things she has done." I then talked to her of repentance. "Were you ever sorry for a good thing done when you thought of it afterward?" "No." "Were you glad?" "Yes!" "Were you ever glad when you thought of something bad you had done?"



375

"No." "When you want to do something that you do not think right, and at the same time want to obey me, which ought you to do?" "To obey." "What tells you that you ought to obey?" "Conscience."

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musical sounds; that the slightest inflammation, or even fulness of the blood vessels, will vary their thickness, or give them too much or too little moisture; that the brain and nervous system must be in good order to ensure certainty in the command of the muscles,—we shall not wonder that singers so frequently plead the excuse of a cold, which is only another way of saying that, for some reason or other, the mechanism of the voice is not in perfect order. It is only by long and laborious practice in early life that great skill in the command of the vocal organs can be attained; and, when once attained, how difficult it is to be preserved! At the best, the organs can hardly be expected to continue in the most perfect order more than a few years during the early and middle portion of life; and, during those years, the voice is liable to be out of tune by variations of temperature, excesses of diet and regimen, and accidents of various kinds; and it is liable to be permanently deranged or spoiled by voyages at sea, or by other circumstances which break in upon the regular habits of the system, and cause some organic change in the thickness or consistency of the thin membranes and muscles about the throat.

An acquaintance with the principles of physiology, and an attention to the minute mechanism of the organs of the voice, would be of great use not only to professional singers but to every one else; for how much depends upon their due cultivation! Much of the charm of intercourse with persons, especially of the gentler sex, depends upon the quality and condition of the voice; for, as the poet coarsely expresses it,—

“Of all his quiver’s choice,
The devil hath not so sharp an arrow
As a sweet voice.”

Few consider that the voice forms part of their appearance; and many a young lady who would be shocked at *going into* company with a pimple upon her nose or a scowl

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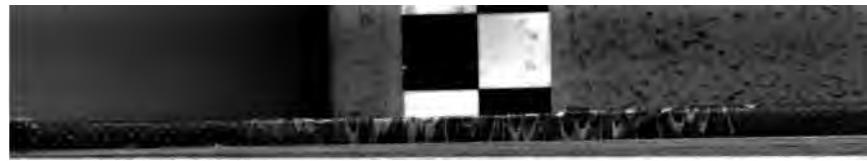
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* * * * *



was very fond of reading, and welcomed each new book as it appeared, until pain in her arm made reading more difficult; and in later years the Bible became her favorite book. She studied the dictionary much, and had acquired a good knowledge of English; and among a rather wide circle of friends with whom she conversed freely, rarely was a word used the meaning of which was not familiar to Laura. Her letters to friends often contained quaint ideas and expressions.

To serve the sick by those little attentions and services which she could so well perform, to find in the work-school some pupil whom she could teach, to visit the friends who were so dear to her,—these were the simple but genuine pleasures of her life. She was quiet and gentle in her manners, methodical in her habits, faithful and exact in the performance of her duties, and scrupulously neat in dress, and careful to render her personal appearance pleasing to those around her.

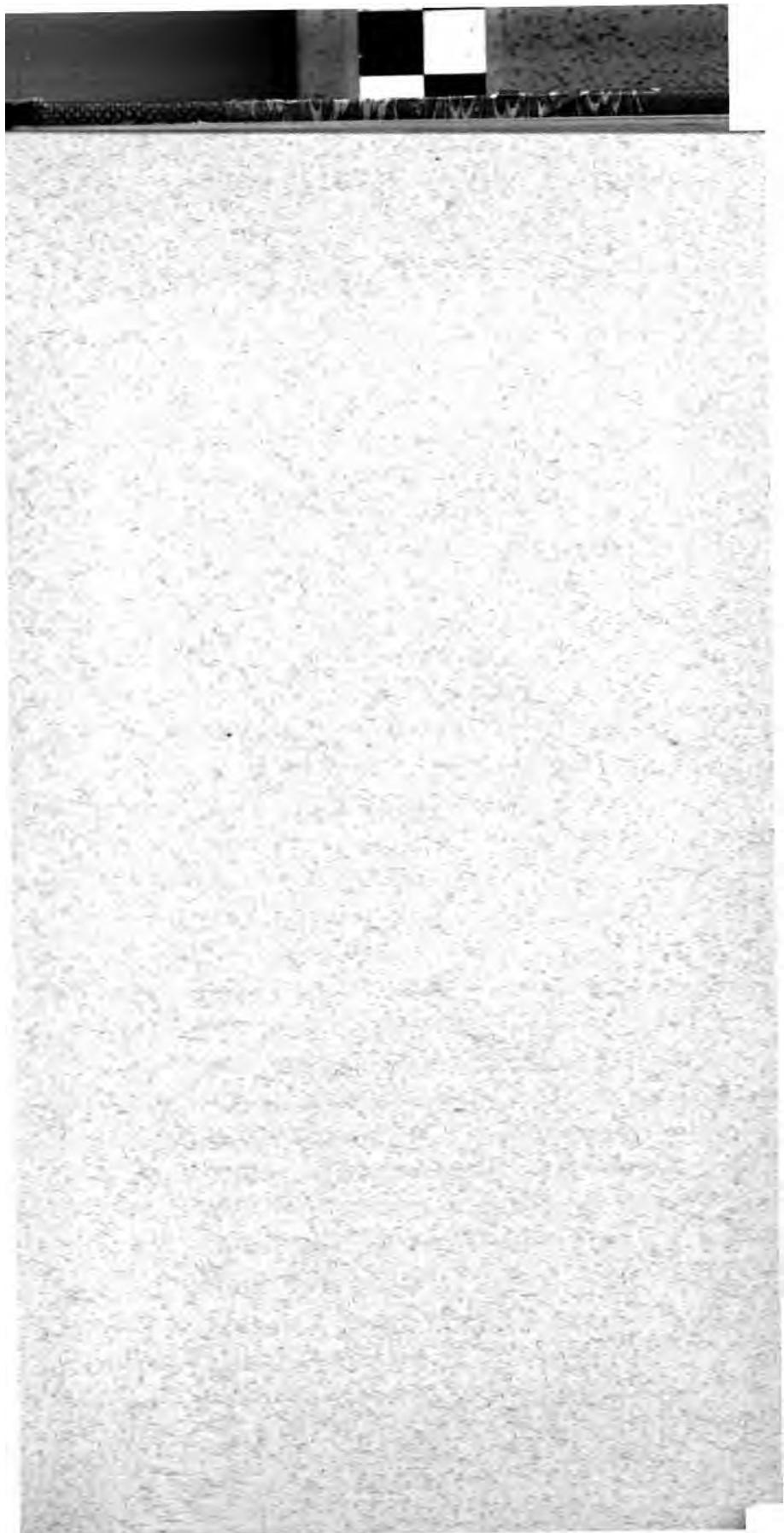
Industry and frugality were marked features of her character. The little earnings arising from occasional sale of her handiwork were sparingly used, and she often expressed a desire for some steady occupation by which she could earn something for her support. The traits manifested in early life became the characteristics of her later years; and, though the natural exuberance of childhood was subdued to a quiet cheerfulness as she reached maturity, thenceforward she seemed to retain, unimpaired, the same capacity for enjoyment and the same relish for the simple pleasures which lay within her reach. Though conscious that the loss of three senses was an unusual affliction, and aware of the advantages of sight and hearing through her need of the helpful ministrations of others, she neither deplored nor seemed to regret her loss, but accepted her lot with childlike submission. The privations which limited the range of her experiences and lessened her means of enjoyment, also



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The life of Laura Bridgman is ended, but its influence is abiding. In the household of which she was a member her welcome presence was ever a silent influence for good, and she leaves, behind a precious memory. The record of her triumph over obstacles hitherto considered insurmountable is a lesson of faith and hope for all suffering humanity.

M. W. S.



FIFTY-NINTH ANNUAL REPORT
TO
THE TRUSTEES
OF THE
PERKINS INSTITUTION
1890

Massachusetts School for the Blind

SEPTEMBER 30, 1890.

MANUFACTURED
BY A WRITER WHO HAS MADE IT HIS BUSINESS
TO FURNISH INFORMATION
TO THE PUBLIC.



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NOTE.

I desire to express my obligations to Miss Martha W. Sawyer, clerk, and Miss Sarah E. Lane, librarian, for valuable assistance in the preparation of this report.
The account of Edith M. Thomas was written by the former. M. A.

MEMBERS OF THE CORPORATION.

All persons who have contributed twenty-five dollars to the funds of the institution, all who have served as trustees or treasurer, and all who have been elected by special vote are members.

- | | |
|--|---|
| Adams, John A., Pawtucket, R. I.
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Baker, Mrs. E. M., Boston.
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Baker, Mrs. Richard, Jr., Boston.
Baleh, F. V., Boston. | Baldwin, Simeon E., New Haven, Conn.
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Ballard, Miss E., Boston.
Barbour, E. D., Boston.
Barker, Joseph A., Providence.
Barrett, William E., Boston.
Barstow, Amos C., Providence.
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Bartlett, Miss F., Boston.
Bartlett, Mrs. Mary E., Boston.
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Beard, Hon. Alanson W., Boston.
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Beckwith, Mrs. T., Providence.
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Beebe, J. Arthur, Boston.
Beebe, Mrs. J. Arthur, Boston.
Bennett, Mrs. Eleanor, Billerica. |
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Foster, Francis C., Cambrid
Foster, Mrs. Francis C., Cam
Foster, John, Boston.
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French, Jonathan, Boston.
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Frothingham, Rev. Frederic
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Frothingham, Rev. Octavi
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Gammans, Hon. Georg
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Gill, Mrs. Frances A., Bosto
Gill, Mrs. Mary E., Worce
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Glover, A., Boston.
Glover, Miss Augusta, Bost
Glover, Miss Caroline L., B
Glover, J. B., Boston.
Goddard, Miss Matilda, Bos
Goddard, T. P. L., Providen

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 Lamson, Miss C. W., Dedham.
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 Lawrence, James, Groton.
 Lawrence, Rev. Wm., Cambridge.
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 Lincoln, L. J. B., Hingham.
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 Linzee, Miss Susan L., Boston.
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 Littell, Miss S. G., Brookline.
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 Macular, Addison, Boston.
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 Merriam, Mrs. D., Boston.
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 Minot, William, Boston.
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 Nickerson, Miss Priscilla, Boston.
 Nickerson, S. D., Boston.
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Swan, Robert, Boston.
Swan, Mrs. Robert, Boston.
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Taggard, Mrs. B. W., Boston.
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Thayer, Miss A. G., Andover.
Townsend, Miss Sophia ton.
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Turner, Miss Alice M., Ra.
Turner, Miss Ellen J., Bos.
Turner, Mrs. M. A., Provi.
Turner, Royal W., Randol.
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Wales, Miss Mary Anne, I.
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Warren, Mrs. J. Sullivan.
Warren, Mrs. Wm. W., Bo.
Washburn, Hon. J. D., Wo.
Waters, Mrs. Elizabeth F.
Waterston, Mrs. R. C., Bos.
Watson, Miss E. S., Weyn.
Watson, T. A., Weymouth.
Webster, Mrs. John G., Bo.
Weeks, A. G., Boston.
Welch, E. R., Boston.
Weld, Otis E., Boston.
W. H. B. H. B.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

SOUTH BOSTON, Oct. 8, 1890.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL.D., at 3 p.m.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. John S. Dwight presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected:—

President — Samuel Eliot, LL.D.

Vice-President — John Cummings.

Treasurer — Edward Jackson.

Secretary — M. Anagnos.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND
SOUTH BOSTON, Oct. 5, 1890.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen and Ladies:—During the past year we have been compelled to dispense with the invaluable services of our director; but his place could not have been more acceptably filled than has been by John A. Bennett, Esq., who, to his previously known fitness for the management of the important business affairs placed under his charge, has manifested rare discretion and skill, well as uniform patience, sympathy and kindness in the superintendence and care of the institution and its inmates. We could not have anticipated that the director's vacation would have been happily bridged over; and Mr. Bennett yields his trust with the highest regard and sincere gratitude of our board. Mr. Anagnos has returned with greatly improved health and renewed strength, which we hope that he will husband more assiduously in the future than in the past; not for his own sake, in behalf of those interests which he has accounted as more precious than his life.

The illnesses were for the most part traceable to the epidemic influenza of last winter, with the measles and scarlatina, which prevailed very extensively at the same time. Several of the worst cases were of children who returned from the Christmas recess, either debilitated by sickness or with symptoms of disease too far developed to be arrested. It must be borne in mind, also, that congenital blindness is oftener than not connected with a feeble constitution, ill fitted to resist contagion or to withstand acute disease.

2. THE SCHOOL.

There has been no essential change in the methods of instruction, which cover the same broad and varied field of studies and of exercise that has composed the generous curriculum of the past few years. The education here is liberal and many-sided. Physical training, on a judicious system, with a well-equipped gymnasium for the boys and for the girls, has received its full share of attention, as may be seen in the bright, healthful face and the natural and easy carriage of the pupils. With this, and largely through this, moral culture and good manners, cheerful ways of mutual service, obedience to teachers, habits of industry, both physical and mental, have been manifest with few exceptions. On this twofold foundation the intellectual discipline has been practical, enlarging to the mind, far-reaching, and to some extent

of happiness, as a refining moral influence, and as a future self-supporting occupation. The large corps of musical instructors, still under the faithful, able and judicious direction of Mr. Thomas Reeves, who is himself blind, and with the aid of seeing music-readers, have done excellent and satisfactory work. The field embraced in the scheme of musical instruction was sufficiently described in our last report as follows:—

In chorus and solo singing; in pianoforte and organ playing; in the practice of the violin, the clarinet, flute and various brass instruments, as shown in the correct, tuneful, tasteful performances of the well-filled band; in the theory of music, the writing and analysis of harmony, with some initiation into the mysteries of counterpoint through the study and practice, both vocally and instrumentally, of a number of Bach's four-part chorals,—the standard of attainment is continually rising.

It may be mentioned, with some satisfaction and some pride, that at this institution the music of Sebastian Bach lies so largely at the foundation of the whole musical education. More wholesome and nutritious pabulum could not be administered. Technically, it ensures sound and true artistic habits, while it is a safeguard against frivolous and false taste, counteracting the idle and capricious fashions of the day. Art becomes a thing of conscience, a religion, under such a master. The smaller compositions of Bach for the piano, sometimes with a violin part, preludes and fugues

years, in the person of that highly esteemed and most efficient teacher, Miss Julia R. Gilman. Miss Kate F. Gibbs, also a teacher in the boys' department for two years, resigned at the end of the year to enter Cornell University. Her place has been filled by Miss Carrie E. McMaster, a graduate of the Framingham Normal School, and a teacher of several years' experience. Quarterly examinations of the school have been held, as required by the by-laws, and, on the whole, they have been satisfactory.

Except as before specified, all of last year's teachers and officers will continue to render their services to the institution, as some of them have already done for more than a quarter of a century. Their efficiency and faithfulness are evidenced more strongly by their long tenures in office, than could be done by any formal encomiums.

3. COMMENCEMENT EXERCISES.

These were held as usual in Tremont Temple, in the afternoon of Tuesday, June 3, 1890, the president of the corporation, Samuel Eliot, LL.D., presiding. Never was more interest manifested on the part of the audience, which filled every part of the great hall, and never were the exercises better calculated to excite that interest. Compared with former years, there was little in the form of addresses or speech making. The exercises of the children spoke for themselves, more

answers for the uses of many full-grown seeing persons. Their task was charmingly performed. 4. Exercises in anatomy, by Harry E. Mozealous, who pointed out upon a human skeleton, with unfailing accuracy and promptness, all the bones in the human frame, and described their functions and relations. 5. Solo for clarinet, "Luisa di Montfort," op. 82, by Bergson, executed in good tone, style and taste, by John. F. Morrison. 6. Essay, "The Future of the Colored Man," written and delivered by Clarence E. Hawkes.

PART II.—1. Modelling in clay, an illustration, done before the audience, by the kindergarten children, some sixteen or more, of what was set down as "The Seven Little Sisters." This was very quaint and clever, showing much plastic facility in their small fingers, and excited great amusement and applause. While the modelling went on, there began, to save time: 2. Gymnastics and military drill. The charming, simple uniforms, sure and even steps and well-timed movements of the little girls and boys, as well as the soldierlike march and evolutions and the simultaneous handling of the muskets of the older boys, under their gallant colonel, won unstinted approbation. 3. Solo for violin, a Fantaisie of De Beriot, by Charles W. Holmes, was neatly and musically rendered. 4. A chorus for female

be able to say to yourself, day by day, "I have done what I ought to have done. I have finished the day's work." Consider no work done, that is not the very best you can do. And, above all, remember to be pure and true and honest and kind and generous.

You have learned of Him who, when on earth, opened the eyes of the blind. May he open the eyes of your minds and souls, so that you can see all his divine loveliness and beauty, and that you may earnestly desire to be like him, and to grow more and more like him. Then will you have done all, the best that can be done, in this world, and the best work that can be done for time and for eternity. I have great pleasure in presenting to you the diplomas. May God bless you and keep you, and make you truly his, on earth and in heaven.

To close all musically, and with music of the best, that noble and inspiring choral of mixed voices, with the four parts supported by instruments, of Bach, "How brightly shines the Morning Star!" ("Wie schön leuchtet der Morgenstern!"), which rang out with a very rich, impressive sound.

That afternoon will be remembered, and future returns of these "commencements" will be eagerly anticipated. We may add that that most gifted and most interesting and attractive child from Alabama, who has developed so remarkably, in spite of the loss from infancy of sight, speech and hearing, Helen Keller, who, accompanied by her teacher, had been an inmate of the Perkins Institution during a large part of

donations which are considerable in the aggregate, the sum of \$2,000 in legacies, received from the estate of Grace H. Blanchard. Strict economy has been practised, so far as the efficiency of the school, the health of the household, and the indispensable repairs permitted.

5. HARRIS FUND.

It seems desirable to correct an erroneous statement in one of the charities' hand-books, to the effect that the institution has a fund of \$80,000, for the relief of destitute blind people outside of the institution. By the will of Charlotte Harris, \$80,000 was left to the institution in 1877; but the purposes for which it was bequeathed were so vaguely expressed that the supreme court was called upon to interpret the will; and it decreed "that one-third of the income (of \$80,000) in each year be set apart for the out-door relief of those destitute persons who, by reason of loss of sight, are unable to maintain themselves or to become self-supporting; and that, in the distribution of this relief, preference be given to those who are inhabitants of the Charlestown district of the city of Boston, and are advanced in years." The remaining income was to be used for the general purposes of the institution.

In accordance with this decree, fourteen persons are receiving aid from this income; and nearly

between that and the cottages for girls, has been seeded down, and has become a beautiful lawn of white clover, to the great delight of the small boys, who have it for a playground.

7. PRINTING FOR THE BLIND.

Our press has done fully its usual amount of good work, under the continued superintendence of Mr. Dennis A. Reardon, who, though no longer a resident on our ground, has generously given us his valuable services. There were issued during the past year, "Little Ones' Story Book;" the "Story of Patsy," provided by a donation from Miss E. S. Howes; "The Peasant and the Prince;" "The Blind Brother;" "Stray Chords;" "Little Women," volumes I., II. and III.; and a Braille primer; also, of music, in raised type, "Exercises in Harmony," Heller's Progressive Studies," "Vocal Exercises," and Cramer's Piano Studies."

8. WORKSHOP FOR ADULTS.

During the past year twenty-two persons were employed in the workshop, and of these twenty-one are still employed there. With a view of increasing the work of this department and the number of those who may find employment in it, Mr. E. C. Howard, late a teacher in the boys' work department, has been appointed manager of

honored and beloved equally in the city of his birth and in that of his adoption; and Henry J. Steele and Benjamin Thurston, both of Providence.

All which is respectfully submitted by

FRANCIS BROOKS,
JOHN S. DWIGHT,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

government of the school have been maintained without any interruption, and that the conduct of the pupils and their progress in the several branches of their education have been entirely satisfactory.

THE PAST YEAR'S ENROLLMENT.

"Heaven, yet populous, retains
Number sufficient to possess her realms."

MILTON.

Owing to several causes of an exceptional character, and especially on account of the removal from our list of an unusually large number of pupils by death, graduation, or dismissal for lack of fitness, the present enrollment of names, instead of an increase, shows a slight diminution.

At the beginning of the past year the total number of blind persons connected with the institution in its various departments, as pupils, teachers, employés and work men and women, was 226. Since then 31 have been admitted and 56 have been discharged, making the total number at present 201. Of these, 154 are in the school proper at South Boston, 26 in the kindergarten at Jamaica Plain, and 21 in the industrial department for adults.

The first class includes 138 boys and girls enrolled as pupils, 13 teachers and other officers, and 3 domestics. Of the pupils, there are now 126 in actual attendance, 12 being temporarily absent on account of ill health, or from other causes.



useful and independent members of the communities to which they belonged, and to raise their social and moral status in every way. He labored with great assiduity and consummate skill in this field, and the results of his work stand as an everlasting monument to his genius and sagacity. His system has served as a model in the organization of all American institutions, and as a stimulus to improvement in not a few of those of Europe. Self-reliance, which, like Jacob's ladder, leads to high regions, was uppermost in his dreams, and he insisted upon its importance with tremendous emphasis. His success was truly remarkable. In order to reach the goal of his aspirations, however, he spared no effort. He was not satisfied with his achievements. He was not one of those people who hold a silver piece so close to their eyes that it seems as large as the moon, and shuts the latter from their sight. Instead of fixing his gaze on what had already been accomplished, he took a large and comprehensive outlook over the whole field of action. In the language of Scripture, he forgot what was behind, and reached out to what was still before him. His studies with regard to the amelioration of the condition of the blind and their elevation in the scale of humanity were constant and thorough, and he was always on the *qui vive* for something better. Besides his first visit to the European institutions, he made a second one.



are made, for which the neighborhood affords a good market, or makes a special demand. The favorite occupation in most of the schools is the manufacture of brushes and baskets. The latter are extensively used in Germany and Italy for many purposes for which wooden and paper boxes are employed in this country. They are therefore sold at remunerative prices; while the making of brushes pays fairly well in Great Britain, in Prussia, in Saxony and in Bohemia. Germany surpasses all other countries in the care which she bestows upon the blind who have learned their trades at the various institutions and have returned to their homes, or at least to their native places. By a methodical system of supervision and assistance, unknown to England and America, about *three-fourths* of the old pupils are enabled to earn their living by the sweat of their brow. This arrangement is admirable in every respect, and we earnestly wish that it might be introduced in all the large cities and thickly populated parts of this country, thus replacing those gigantic monstrosities, which are dignified by the names of "industrial homes," but which, in the natural order of things, are destined to do more harm than good to the cause of the blind, by segregating them from general society, and gathering them under one and the same roof, instead of scattering them among seeing people.

With regard to the homes or asylums for the

tion, and the award of a gold medal was the official seal of appreciation and approval which the jury placed upon it.

EDITH M. THOMAS.

“Knowledge dwells, the oracle of oracles.
The deaf may hear, the blind may see—
All that philosophy has sought,
Science discovered, genius wrought.”

The year has been one of marked improvement in the history of this interesting little girl, and its results have fully justified the hopes expressed at the close of the last report upon her case. Hitherto she has made fair progress, for an intelligent child with careful teaching could hardly do otherwise; but her advancement has proceeded with but little coöperation on her part. The isolation consequent upon her triple privation developed a fund of resources within herself which apparently made her unconscious of any want, and more self-reliant and independent than the average child who can see, hear and speak. Hence the occupations and amusements offered by her teachers struggled for a long time unsuccessfully to gain her attention and interest. At first they were, to her, an unwarrantable interference with her own plans, against which she rebelled; she gradually submitted to them with better grace, then accepted them as necessary

delight in using on the slightest occasion. When she first met this word, the syllable *mis* occurred at the end of a line, and *chievous* at the beginning of the next; and Edith read it as Miss Chievous, and thought it a very funny name. Although her mistake was immediately corrected, and she fully understands its meaning, the word always seems to recall the mirth which it first provoked.

Reading.

She has made excellent progress in reading, and enjoys it more and more as she advances. She not only becomes interested in the books which she reads with her teacher at hand, but she sometimes takes a book and sits down to read by herself. At the beginning of the year she was still in the First Reader. This was finished in October, and since then she has completed the Second, Third, and Fourth Readers, "Stories for Little Readers," and "The Little Ones' Story Book," besides a portion of "What Katy Did," and some selections from "Heidi." This amount of reading means more than that of a child whose work is oral, and whose attention, occupied with the pronunciation of the words, often fails to notice or even care for their meaning. At every new word Edith asks for enlightenment, and sometimes the entire time of the lesson is spent in answering her questions, and giving illustrations, which will make the meaning clear to her mind.

Early in January she began learning to write Braille—a system of embossed points, which she can read as well as write, and thus have the pleasure of examining her work. It was feared that when she could write by this method she would become unwilling to use the pencil, which is so fruitless in results that she can perceive. It has not proved so, however, for she writes these systems with equal readiness; but her pencil writing, from longer practice, is the more correct.

Kindergarten.

Before Edith left the kindergarten she had become familiar with the occupations, could analyze the gifts, and play the games. She is so fond of play that these games have always been delightful to her, and one of the greatest punishments, which could be inflicted for her misconduct, was to deprive her of the privilege of joining in them. She began by following the movements of the other children, and she entered heartily into the sports even when she but slightly understood their meaning. When, this year, she learned that there were songs accompanying every game, and what these songs were, she was happier than ever. To some of the games she has learned the words, and these she plays with the greatest zest.

she measured the pieces, as well as cut them and put them together. It was a creditable piece of work, even for a child who had sight and hearing to guide her; but, for one who labored in absolute darkness and silence, it was remarkable. At her second lesson, March 28, she learned to use sandpaper, and began a box. In her teacher's journal, under date of April 15, we read that,—

The box is finished, and it is very exact. The nails are put in well.

MAY 28.—She has finished two small picture-frames, the smaller of which measured five by four inches. White holly hard wood to work. Edith has only made one small piece, a two and one-half inch square, to wind yarn on. The square has four holes, and to make these she had to use a new tool, the drill bit.

JUNE 16.—Edith went for her last lesson, and finished a spade, which was also made of white holly. The journal has records, "Mr. Larsson says that she does very nice work."

Edith received, in all, ten lessons, during which she made seven complete articles, all of which were very creditable, as compared with the work of children who can both see and hear. The most perfect piece was a box, eight and one half inch long by four and one-half inches wide and three inches deep. The pieces were measured with exactness, and smoothly sawn; the joints were perfect, and the nails so nicely driven that no trace of their presence, save the sunken head, was discernable. Edith has enjoyed this work, and her lessons will be resumed.

*Articulation.*

In infancy Edith had been "a forward child." She had learned to talk at eighteen months old. She became an incessant talker, and her enunciation is said to have been more than ordinarily correct for a child of her age, when at four years old, she was stricken with that terrible illness, from which, after lingering long between life and death, she slowly rallied, with her sight entirely obliterated. Her hearing was impaired, but it was two years later before it was utterly gone, and during that time she continued to use, more and more imperfectly, her early vocabulary, until it was wholly lost. It was thought by some that, having once learned to talk, her speech might be easily recalled by lessons in articulation. Some teachers of the deaf, however, consider it more difficult to teach such a pupil than one who has never learned to articulate. It was thought desirable to make some experiments with Edith, in this direction, and accordingly she was sent to the Horace Mann School for the Deaf, where she received a few lessons.

Her first lesson, May 1, consisted of the vowels *ē*, *ā* and *ō*, the consonants *m* and *p*, and the combinations *wa-wa-wa*, and *ba-ba-ba*. These sounds she learned quickly, and with a great degree of accuracy, the sound of *b* being the only difficult one to her. At her second lesson, May 8, *k* and *t*

were among the new sounds, with such combinations as *doodle*, *dicky*, etc. When she returned that afternoon, her schoolmates asked her to rehearse her lesson; and among the sounds repeated she distinctly pronounced the word *kitty*. This was the last word she uttered when she lost her speech,—the one word that lingered some time after she had ceased to pronounce any other intelligibly,—and it was naturally first recalled. At her third lesson she learned *ō*, *ă*, *f*, *d*, and the combinations *gă*, *gi*, *bô*, *wa*, *hă*, *ka*, *be*, *ha*; also the words *who*, *far*, *well*, *bell*. At the fourth lesson, *ō*, *b*, *ch*, *s*, *băbă* and *half* were given. In these lessons the little pupil was simply directed what to do, without being told what sound would thereby be produced. It not infrequently happened that, in trying to follow the directions of her teacher, she uttered a very different sound from the one sought; but, if it was a correct sound of any letter, it was seized as a success. Edith was then told what letter she had pronounced, and practised it until she had become familiar with the means of uttering it. How could this little girl even guess, from directions as to the position of tongue, teeth and lips, what letter of the alphabet her teacher sought to have her pronounce? Yet, the moment she was told how to make the sound of *s*, she asked if *s* was the letter required. In her fifth lesson she learned *sh*, *ow*, *n* and *u*, and the words *come*, *some* and *how*.



work school, where she is learning to crochet. One o'clock is the hour for dinner, after which the children are free to choose their recreations until two, when Edith has a lesson in Braille writing. At three o'clock she goes out to walk with her teacher or some of the older girls, and at four she is again in the work school, this time for a lesson in bead-work, after which she has a free hour until the tea-bell rings at six o'clock. The exercises mentioned for these hours really occupy only fifty minutes, the remaining ten minutes being allowed as a recess for the pupils of all departments, that neither work nor play may be so long continued as to become irksome.

Edith keeps careful note of time, and is always ready for the customary duty of the hour. Indeed, until the last year, these duties were her shortest measures of time; and, if she wished to fix an hour more exactly than could be indicated by its relation to breakfast, dinner or supper, she would say, "after reading," "after writing," "after gymnastics," etc. She now knows the hours of the day, as well as the days of the week and the months of the year.

This little girl takes the entire care of her room. She makes the bed, sweeps, dusts and puts it in order, and seems to take much pleasure in arranging the gifts of friends. She makes the beds for her dolls, and tucks them in with great care and neatness, and manifests a natural aptitude

tain others; and when she has visitors, she delights in showing her possessions, bringing them one by one, and pointing out to her guests the especial beauty or excellence of each. Sometimes, if she is very busy with her work, she will give them permission to go to her bureau and look at her treasures.

In examining an object she seeks its dimensions, its weight and its shape, exploring every recess into which her little fingers can penetrate; and, if its use is not apparent to her, she is not satisfied until she learns what purpose it serves. She never uses the sense of smell to aid in these investigations, although hers is of ordinary keenness, and she enjoys the fragrance of flowers, perfumery, and other pleasant odors.

In comparing the height of persons her standard is original, being the shoulder seams of their garments; and, instead of inquiring if persons are of equal height, she asks, "are the seams the same?"

Edith distinguishes her friends and acquaintances very quickly,—usually by the touch of the hand; but, if the acquaintance is so slight that this does not suffice, she seeks a finger-ring or a watch chain as a distinguishing feature. She often recognizes, after a long absence, persons whom she has never seen but once,—sometimes even after an interval of a year. One day Edith was out walking with one of her schoolmates, and unexpectedly Miss Markham passed them. In passing

past her, and Edith asked Miss B. who the person was. Thinking that her apparent failure to recognize the lady was assumed, Miss B. replied, "Miss Jones." "Where did she come from?" "From Jonesville." Edith continued her questions, and Miss B. replied in the same vein, until it had gone so far and the child looked so serious, that she feared she was really deceiving her, and turned to Edith's teacher, who asked her charge whom she was talking about. Edith then, turning to Miss Markham, and with the merriest laugh expressing a fund of enjoyment, gave the real name of the lady.

When Edith first entered the kindergarten, it was remarked that, notwithstanding her fondness for her companions, she seemed to like to tease and annoy them. It was even then evident that much of this proceeded purely from a love of fun, unrestrained by the knowledge (which either sight or hearing could have supplied) that she was grieveing or distressing her playmates; and longer acquaintance strengthens the conviction, that this was true to an even greater extent than was then supposed. Edith is really sympathetic wherever she is conscious of suffering, and the misfortune of being maimed or crippled in any way touches her very deeply. Descending a flight of stairs with her teacher, she passed a man seated near the foot, in whose appearance and attitude there was nothing to attract attention. Suddenly Edith stopped, passed her hand down his leg, and, to



hand, clearly indicating a perfect consciousness of the rhythm, and pleasure in it. Indeed, she often expresses a like or dislike for the music to which she listens, and it is evident that she has a genuine interest in it. A few days after she came to South Boston, her teacher took her into a room with which she had not then become acquainted. The floor was covered with a woollen carpet, Edith's seat was removed from the wall, and, with her feet resting upon a hassock, she sat, with her Braille tablet in her lap, busily writing, when one of the older pupils entered, seated herself at the piano, and began playing. Edith did not notice her entrance, nor did she know that there was a piano in the room, but she soon looked up from her writing, in surprise, and said (in finger speech), "lady is playing piano here in the room. Where is it?" at the same time extending her hand in search of the piano. Her teacher asked her if she could hear it, and she replied, "yes!" pointing to her cheek, which she turned, in a listening attitude, toward the instrument.

Until recently Edith has seemed unconscious of her blindness, and, although it was freely spoken of in her presence, while her hearing still remained, she has, from the beginning, insisted that she could see. Before she was able to leave her bed, her mother bent down and asked her child if she could see her. Edith stretched out her little hands, and, passing them over her mother's

wood, Mass.," then asked her teacher if she might mail it herself. This was something which she had never done; but Miss Markham consented, and, while the little girl was putting on her hat, she added the street and number to the letter, which Edith then took to the letter-box of the institution, on Broadway. It was interesting to watch the child as she picked her way—and a devious way it was—through the girls' yard, across that of the boys, and along the west wing of the main building, where the garden hose, from a reel above her head, sloped right across her path. She paused an instant to note the obstacle, then stooped and passed under it on her way to the front of the building, where, turning to the right for a short distance, she soon reached the steps at her left. She descended these, crossed the driveway, then sought (and speedily found) one of the columns of the *porte cochère* as a guide to the long flight of stone steps leading to the sidewalk. This she crossed almost in a direct line with the letter-box. She had no difficulty in finding the opening, and, raising the letter in her left hand to the position required for easy reading where the vision is normal, she looked at it for a few seconds, then dropped it into the box. This was done in the easy and natural manner of one who was accustomed to mail letters, and habitually verified the addresses before letting them go beyond reach. Perhaps she did mentally review the address.

I can not see Springfield with my eyes, and I do not want to go." This, however, is the only occasion on which the consciousness of her blindness has seemed to affect, in the slightest degree, her desire to go, or do as others do; and, although she has thought seriously about it, it has not grieved her, or made her spirits less cheerful and buoyant. She has inquired the cause of her blindness, and has been told of the sickness which produced it; but, before telling her of it, her teacher tried in various ways to draw from her at least some faint remembrance of anything connected with it. Her efforts were fruitless. The nature of the child's questions and the manner of asking showed that the period of her illness is now a blank to her, and what she has been told seems to revive no memories. She continues the habit of trying to use her eyes, and, whenever her fingers, in reading, touch a word which they do not clearly make out, she removes them, and seeks to make the eyes perform their natural duty.

Of those few early years before she lost her sight there seem but slight traces remaining in her memory. For a little while after her recovery she occasionally alluded to things which had occurred in "other days," but for several years she has only once given an intimation that she remembered anything concerning that period. The single incident which she recalled was that once, when she was "*a very, very little girl,*" as she was going to

pected, Edith became perplexed when she reached the difficult spot; but, instead of groping about until she became more bewildered, she retraced her steps to a point with which she was familiar, then turned and started afresh, and this time found the path without difficulty. Such successes are of great importance to any blind child, and only the possibility of dangers, which even her acute perceptions could not recognize in season to avoid, prevents Edith from being allowed greater freedom in going out unattended.

Perhaps the most remarkable thing about this little girl is that she is so well balanced, and that her limitations have so slightly hindered the normal development of her nature. When bereft of sight and hearing, she was not confined in a corner lest she should meet with accidents, nor hampered by that tender watchfulness which so often deprives blind children of all freedom of locomotion. On the contrary, she was treated like her brothers and sisters, and shared with them in work and play. Her blindness seems to have been but a slight obstacle to this, and even her deafness did not prevent it; but it did so far isolate her, that, when she could no longer tell her childish thoughts and make all her wishes understood, her active brain, unable to yield to idleness and inertia, impelled her to find ways of doing for herself, and to seek within her own mind the solution of the many puzzling questions which perplex little

children. Becoming thus habituated to silence, and to bringing her experiences before an inward tribunal, she grew unresponsive to external influences. The lessons she received, instead of being immediately reproduced in pleasant form to gratify and encourage her teachers, were quietly taken before that mysterious inner court, while the teacher, doubting yet hoping, was left outside to await the uncertain revelation of its judgments. This difficulty diminishes as Edith grows more communicative. Nevertheless, the habit of self-reliance remains. The inner court is still in session; but its judge and jury are growing in wisdom, and Edith is becoming docile and obedient, more from loyalty to an inward sense of duty and propriety than from enforced submission, or even from love of her teacher, although this has an influence more and more marked as time goes on. Preserving thus a distinctive individuality, this little girl becomes an object of wonderful interest as a psychological study. Much credit is due her present teacher, who has wisely refrained from the slightest attempt to dominate the mind of her pupil, but, following the indications given by mother nature, has won the affection of her charge, and is gently and unobtrusively seeking to promote the healthy, normal growth of this unfortunate child.

Religious Instruction.

At the time of her illness, Edith, then only four years old, was in the habit of attending the Sunday-school of the Congregational church. On the last Sunday before she was taken sick she started from home with her father; but he was detained, and the little child went on alone, and, arriving before the sermon was finished, entered the church, went directly to her seat, and remained to the school session afterward. The lesson was upon the last days of Jesus, and seems to have made an impression upon Edith's mind; for when, after an illness of nearly two months, she recovered her speech, she began almost immediately to talk about it, and among other questions she asked, "did Peter take the cup away from Jesus?" In those early days of convalescence, with the cards which had been given her at Sabbath-school scattered about on her bed, she would lie singing the hymns and songs which she had learned, and "playing Sunday-school." After her recovery she did not again attend either church or Sabbath-school for about six years. During two-thirds of this period, that is, from the time she became totally deaf until she was able to use the manual alphabet, she was shut out from all conversation with her fellow-beings, and all remembrance of the church and its services seems to have been obliterated.

teacher covered her eyes during prayer, she said, "I do not want to put my hand to my eyes, because I do not understand" [meaning, why I should do it]. Miss M. assured her that she was not required to do so.

A little friend of Edith takes her to Sunday-school, where she sits contentedly in a class with others of her own age, having pleasure in the sense of companionship, although she has no share in the lesson. The sum of her knowledge in regard to church-going is that the preaching of the minister and the teaching in the Sunday-school is to make people good, and her wish to attend seems to proceed entirely from her desire "to do as other girls do."

But, although a knowledge of spiritual things has not been forced upon the attention of this child, and still less has any doctrinal teaching been given her, yet some of her questions and remarks, and the mental attitude which they revealed, have indicated that the time had now arrived when it was not only proper, but even necessary, to give her some suggestions of a life other than that of the physical body.

The name of God was first given her in reply to one of her questions. She had been asking of what materials her clothing and other articles were made, and, when her inquiries extended to "little babies," her teacher told her that "God made them." This suggested to her mind her own

dergarten, and when she learned that she, too, was dead, her sympathy went out, at once, to the bereaved parent, and she said, "poor Lizzie's mother!" A little later news came of the death of a relative of her teacher,—a lady whom Edith had known; and this made her very serious, especially when she afterward visited the place where she had met her, and missed her presence. This knowledge of the death of those whom she had known and loved made her grave and thoughtful, but it left no trace of gloom or unhappiness.

Recently Edith was reading of the affection of a lion for a spaniel, which had been put into his cage; and how, after the death of the dog, the lion would not allow his body to be removed, but continued to grieve for the loss of his companion, until one morning he was found dead, with his head resting on the body of his friend. When she had finished reading the story, Edith asked if they would go to heaven. Her teacher replied that she did not know. Then she reflected that she had diverted the thoughts of her pupil from the burial of the body by telling her that when we die God takes us to heaven; but this story might recall the burial of the kitten of which Edith had actual knowledge, and the time must soon come when she would learn that the human body is also laid in the ground at death. Evidently the time was approaching when she must tell her something more; but was Edith ready to apprehend the dis-



what she would like to have done with her playthings and her clothing,—always happily, and always, when asked, saying that she would like to die. Apparently she is able to think of the real *ego* apart from the house in which it lives. It no longer disturbs her to think that her body will be laid in the ground when she dies, for she anticipates “a new body” and “new things” in the heaven, to which she looks forward with the joyous and perfect faith of innocent childhood.

BLIND DEAF-MUTES IN SWEDEN.

A home school for the education of blind deaf-mutes was opened in 1886, in Skara, Sweden, by Madame Elizabeth Nordin. The following account of her five pupils is translated from a report of her work published in December, 1888:—

DECEMBER, 1887.—*Emelie Jonsson*, from Drottningholm, was born in 1871. She lost her sight and hearing from scarlet-fever at two or three years of age; she has never spoken, and is totally blind, deaf and dumb. She has been a pupil at the home school for the blind deaf-mutes in Skara for one year. Previous to this she had had private lessons in Skara for four years. She manifests great interest and ability for all kinds of handiwork, has learned to knit, crochet, tie nets, and to perform some kindergarten work with blocks, paper, etc. She has a hard, selfish disposition, and a quick temper, and, at times, she seems insane. So much depends upon her disposition, that she has not made much intellectual progress, for only when she is so inclined will she try to learn. She has been taught a few words with the manual alphabet and by raised letters, has

some of them she is unable to pronounce. This has prevented her from learning to read. At home she assisted in scrubbing, washing dishes and the like, and her fingers have become stiff and hard. This has made intellectual and practical training difficult. She had never learned any handicraft. She first learned to knit with lead pencils instead of needles. After nine months' teaching, she had progressed, so that she could knit stockings with woollen yarn, without assistance. She has learned to sew, net hammocks, twist cord, etc. She has a good and equable disposition, is diligent and anxious to learn. She helps in making beds, understands setting the table, and assists the more helpless pupils in dressing and undressing. She spells every word which she reads from the manual alphabet, so as to acquire better pronunciation. She has begun to teach her schoolmates to indicate objects by signs with the fingers, and to make them answer her with signs. This teaching has not yet been of much benefit; but, as her schoolmates improve, I look forward with pleasure to the advantages which may be derived from this teaching, especially as it is her own idea, and an entirely voluntary effort. When conversing with people who use oral language, she always articulates, and my fears that the manual alphabet would lessen her desire to talk have been needless. Although her defective hearing has made it very difficult to teach her, I have strongly advocated that all instruction should be given her orally.

DEC. 18, 1888.—Kristina Näslund has, during the year, learned to read fluently both the Braille and the Moon systems; she has read Nos. 1, 2 and 3, of a reading book for the blind; has verbally gone through "Biblical History for Beginners," by Steinmetz; has learned by heart the "Small Catechism," and read the first eight chapters of the gospel of St. Matthew, Moon's system. Her speech, which has somewhat improved, is still very imperfect, and she is not yet prepared for lessons



given by signs. For example, he went one day with the matron to the doctor to have a tooth extracted. A few days after he had another loose tooth, and after the lessons I made signs to him, "change your pants, put on your rubbers, and your mittens, go — take out tooth," whereupon he hastened to obey my orders concerning his clothing. The matron went with him to the doctor. When he saw the doctor, he knew him, led him to a chair, sat down, and showed him what the matter was.

DEC. 18, 1888.—In the beginning of the year he began to learn the names of persons around him, also the names of the parts of the human body, of articles of clothing, of objects in the school, the bedrooms, etc. He also learned to execute some easy commands, as, "*shut the door*," "*open the door*," which he eagerly obeyed. At Easter he had learned ninety-six words and some sentences, as, "*John is sitting in the chair*;" "*John is on the sofa*;" "*Aunt Anne stands on the floor*;" "*the book is in the drawer*." After Easter he began to learn compound words, as "*rocking-chair*," "*door-lock*," etc. At the end of the spring term he knew one hundred and thirty-five words, the value of figures to ten, and he could write all the letters and his own name. When Johan began to receive lessons in writing, Miss Dahlander gave him instruction for two hours per day for three weeks before he tried to form a single letter; but one day, when Miss Dahlander was almost in despair, she spelled with her fingers, "*Johan*," took his hand and wrote the same word, indicating each letter; and, in the same way, the words, "*Aunt Anne*." Hitherto he had been unable to learn to write, because, not catching the idea, he had taken no interest in learning. Now he comprehended it in a moment, and soon learned to write everything. At the beginning of the autumn term he could write, and express through the manual alphabet about three hundred words. Since that time Madame Nordin has taught him, using "*Hagström's Class-book for the Deaf and Dumb*," first part (except

spending the recess in swinging or in gymnastics. He is an unusually thoughtful child. It is very interesting that we can always read his thoughts, for, unconsciously, I suppose, he expresses them through the manual alphabet. For instance, one day, a short time after the governor had paid a visit to the school, and the boy had learned the word "governor," he spelled, while at work by himself, "*the governor away.*" Once he felt a torn stocking belonging to Miss Dahlander, and he spelled "hole," and, as he was then about to begin a pair of new stockings, he spelled "*Aunt Anne*" (i. e., Miss Dahlander), and was afterwards very anxious to try if the stockings were big enough for her. When he tried them, he found them too small for Miss D., and he unravelled them himself, and knit them larger, measuring the size with his hands, and asking how big we thought they ought to be. One morning he went to Miss Dahlander, saying, "*John takes his hat and coat, goes to the wagon, travels to Aunt Dahlander, Göteborg.*"

DECEMBER, 1887.—*Emma Kristina Forsman*, from Sarunda, province of Stockholm, was born in 1871. Her parents are vagrants, and their abode is unknown. Before coming here the girl had been four years in the Sarunda poor-house. The mother had previously had the care of the child, but had ill-treated her, and, while she was very small, had put her on the fire. As a result, she had terrible scars. It is said that she could see, hear and talk until she was five years old, but she can now do neither. When she came she was exceedingly stupid, almost on a level with animals. Has the girl ever seen, heard and spoken? and what can be the cause of her infirmities? Cruelty and neglect, I have been told. Could her scars have been so deep that the spine was affected, and loss of sight and hearing was the result?—for her eyes and ears are normally formed. When she first entered she was bashful, and, if one tried to pet her, she

held, and threw it on the table. I was now convince she understood, but did not want to do what I comm and for that reason I punished her. I immediately again with the needle and bead. As soon as I gave understand that I should punish her again if she d obey, and handed her the bead and the needle, she o When I petted her, to assure her that she had don wished, she hugged me, and was not frightened on a of the punishment. She has since continued to im though very slowly. She can now, without assistance, marbles and blocks, string beads, wind yarn, undress h walk about the room, sit down in a chair, etc. I l that she is far from being such an idiot as she a appeared, but that she became stupid through isolatio neglect.

DEC. 18, 1888. — During this year she has underg remarkable change, and her intellect has become awa Her whole appearance and conduct are now more cor and full of life. In the beginning she was feeble, and ferent to everything. She gradually became disobedier now she seems interested in learning, although her l edge is of the most primitive kind. Last summer, were going to tie her own shoes, she required two hot doing it; now she can do it in half an hour. She ha learned to wind and to hold yarn, move the figures geometrical table, string beads, build with blocks, walk out help, bow, climb up and down on chairs and undress, fold and hang up her clothes, put away her etc. We are now trying to teach her some words l manual alphabet, and to count, but thus far without s But, as we had to repeat all of the first words many times for Johan, who is so keen and so intelligent, w not expect very much of Emma at first.

instruction. She is less developed than any of the other pupils. She is much neater than when she came here. She has given many indications of intelligence. If, for example, she throws away a plaything, she moves her chair and stoops to find what she has lost. She has so far improved that she will sit in a chair, move it around, and lately she has begun to walk, supporting herself by the walls or furniture, and taking hold of persons within her reach.

DEC. 18, 1888.—Hulda Jonsson Mo left the "Home" the 8th day of July last. She had, it is true, during the time she had been here, seemingly acquired physical development, had learned to walk better and to be perfectly neat. It was impossible to teach her even to move marbles from one box to another. Moreover, she was very troublesome, and, as this home is an institution to prove the possibility of imparting knowledge to those who cannot hear, see or speak, she was discharged because it was impossible to give her any instruction at all. If she had been kept here, it would have taken too much time from the rest of the pupils. She returned to the Eugenia Home, where she had previously lived.

THE BRAIN OF LAURA BRIDGMAN.

The "American Journal of Psychology," for September, 1890, contains a paper entitled, "Anatomical observations on the brain and several sense-organs of the blind deaf-mute, Laura Dewey Bridgman, by Henry H. Donaldson, Ph.D." In the following abstract, which the author of the essay has kindly prepared for this report, the results of these observations (so far as they have been published) are briefly summarized:—



111

spheres showed some peculiarities in the third frontal gyrus, on the left side,—the centre for articulate speech,—and in the *cunei*, especially that of the right side,—the centres for vision. The *insula*, or island, was much more exposed on the left side, indicating a failure of the third frontal gyrus and the parts associated with it to develop fully. The smaller disturbance in the left *cuneus* was associated with the fact that light sensations persisted for some time longer in the right eye than in the left. Nothing of importance was determined for the centres of smell, hearing or taste.

Following a well-known suggestion that the extent of the superficial gray matter of the hemispheres—the cerebral cortex—bore some relation to the development of the intelligence, the area of the cortex was carefully measured. The left hemisphere was found to have a slightly greater area than the right; but the total area of both hemispheres showed no variations which, on comparison with other brains, could be made a basis for inferring any abnormality. The regions where the configuration of the surface was suspicious were also found to have the area of the cortex relatively small, thus confirming the conclusions reached before the measurements were made.



1,069 grm. Rockel (female insa)
1,236 grm. }
1,151 grm. } Brachycephalic f
1,056 grm. } males.

Greatest length,
Greatest width,
Convex surface,
Sunken surface,
Total length of sulci,
Average depth of sulci,

Front

Total exposed surface,
Limiting sunken surface,
Included sunken surface,
Length of limiting sulci,
Length of included sulci,
Average depth of limiting sulci,
Average depth of included sulci,



TABLE IV.
Occipital Lobe. (Corrected.)

	Left.	Right.
Total exposed surface,	1,660.5 sq. mm.	1,302.0 sq. mm.
Exposed surface of cuneus,	608.0 sq. mm.	412.0 sq. mm.
Limiting sunken surface,	1,057.2 sq. mm.	1,847.7 sq. mm.
Included sunken surface,	928.0 sq. mm.	1,856.0 sq. mm.
Length of limiting sulci,	133.0 mm.	137.0 mm.
Length of included sulci,	108.0 mm.	116.0 mm.
Average depth of limiting sulci,	14.6 mm.	13.4 mm.
Average depth of included sulci,	4.2 mm.	5.7 mm.

	Left.	Right.
Exposed surface, cuneus,	608 sq. mm.	412 sq. mm.
Sunken surface, cuneus,	376 sq. mm.	428 sq. mm.
Total surface, cuneus,	984 sq. mm.	840 sq. mm.

The much more difficult examination of the brain and some of the sense-organs by histological methods is now in progress, and the general conclusions must await the completion of those observations.

HELEN KELLER.

"She is a form of life and light,
That, seen, becomes a part of sight."

BYRON.

The case of this remarkable child continues to be as marvellous as ever. Since the publication, in the fifty-seventh annual report of the institution, of our last account of her achievements, her progress in a physical, intellectual and moral point of



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is still her special teacher and companion. Helen was welcomed to this institution in October, 1887, and has been ever since a member of the schoolhold. During the latter part of the past school-year she accomplished a most extraordinary feat in learning to express her own thoughts and ideas in clear, articulate speech, and to read or understand the words of others, when they talk slowly and distinctly, by placing her fingers on their lips.

A full account of what Helen has accomplished during the past two years, and of all important facts and incidents connected with her education, is now in the course of preparation; but time and space renders it necessary for me to defer its publication, and here is a ~~short~~ pamphlet or supplementary paper.

THE LIBRARY AND ITS SERVICES

"Knowing I lost my eyes, & ~~now~~ am
From mine own eyes, you ~~want~~ me
I prize above all ~~treasure~~."

To the blind man who is a ~~not~~ a ~~useless~~
choice library affords ~~not~~ ~~nothing~~ but a
does to his seeing brother. It gives him
pendent pleasure and ~~nothing~~ but a ~~useless~~
joy and an ~~invaluable~~ ~~use~~ I ~~know~~ ...
invaluable treasure for ~~the~~ ~~one~~ ~~man~~
noble tasks ~~it~~ ~~very~~ ~~dear~~ ~~to~~ ~~him~~ ...
with untiring ~~effort~~ ~~he~~ ~~will~~ ~~do~~ ...

Stephens, who lives in Stratford, Conn., is one of the most interesting and most remarkable on record, and permission has been obtained to print the following extracts from several letters, which give an account of his progress in learning to read:—

STRATFORD, May 26, 1890.

I depend, for nearly all the pleasure and amusement I have, upon the books you send me, without which my life would become a burden.

For twenty-eight long and weary years I have been totally deaf and totally blind in one eye. I have been partially blind in the other for five years. I have been gradually losing the sight of that eye, until, at the present time, I have little knowledge of my surroundings. My condition is one of dependence and isolation. . . .

I have recently been examined by leading oculists. The eye in which a little sight remains has three diseases, the seat of one of which is back of, or behind, the eye, where it cannot be reached in order to be operated upon, so nothing whatever can be done for me. . . . And at no distant day I shall be totally blind, — but it's all right. . . .

I was fifty-one years and one month old when I began to learn to read embossed print. And now, after two years and three months, by the exercise of patience and perseverance, I am become a good reader, a *very* good reader indeed. It was downright hard work to learn, though. All the help I had while learning had to be spelled out on the palm of my left hand by my wife and son. Think of it! I now read easily, and seldom have to call for help. I can read words of one, two and three syllables without spelling them, but am a little slow in making out long words and names of persons and places.



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The following
different letters

JUNE 11, 1890. N
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of your pupils can be persuaded to really learn to read because I did, I shall be exceedingly rejoiced to know it. But, lest some of them may say and think that the principal reason why I was successful in learning to read, is that I am a little man with small fingers, I will inform you that the contrary is the fact.

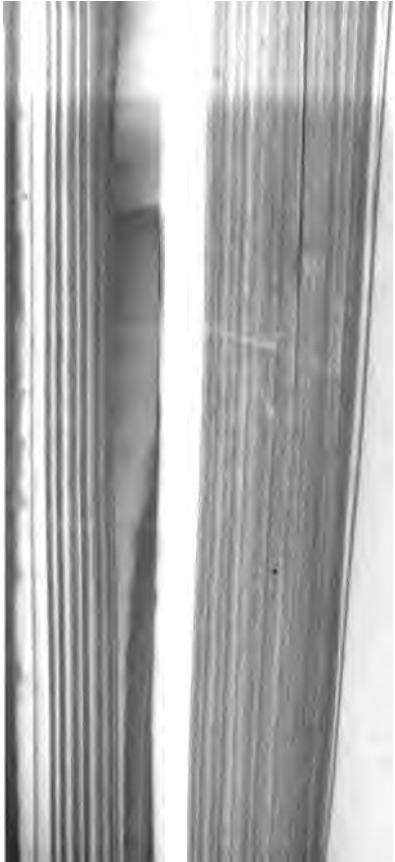
I am a large, fleshy man. I weigh one hundred and eighty-five pounds, and my hands and fingers are large. . . . I know by experience that it is hard work for a grown person to learn to read embossed print, but from the very beginning I found it a fascinating study. . . .

Mr. Morrison Heady [who is deaf and blind] and I are regular correspondents. His letters are a great comfort to me. . . . Mr. Heady can read a page of embossed print in five minutes. I can now read a page in eight minutes, or sixteen in two hours. . . .

Since my last writing I have spent so much time on the fifth volume of "David Copperfield" that I finished it yesterday. . . . The work is splendidly printed, and it has been of immense value to me in learning to read fast and well.

SEPT. 23, 1890. Practice makes perfect. I am improving wonderfully. I went through the books you sent with astonishing rapidity. Indeed, I am looking forward to a time when, with the blessing of God upon my efforts, I will become an expert reader of line print. . . . I think your improved print is just splendid.

OCTOBER 22. I experience not the slightest difficulty in reading "Old Curiosity Shop." Indeed, I read it as quickly and as easily as I did "David Copperfield." The rapidity with which I am going through the work is truly a wonder to myself and to all beholders. I am sometimes overjoyed at my success, and not infrequently I stop reading to give utterance to expressions of pure delight. And, now that I have had considerable experience in reading both the old and the improved embossed print, I must say that I prefer the improved, simply because it has capital letters, which I love to feel with my fingers.



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“A blessing on the printer’s art!
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The burning soul, the burdened mind,
In books alone companions find.”

When the suggestion was made to Mr. Stephens that he should try to learn to read by touch, it was peculiarly fortunate for him that he acted upon it promptly, and resolved to go to work at once, without asking the opinion or advice of some one of those sightless adults, who have their favorite hobbies to ride, and perceive no good whatever outside of them. They might have told him, that his efforts would prove futile, and might have urged him not to waste his time and strength in useless experiments. People of this kind have never attempted seriously and persistently to accomplish anything themselves, and, as a consequence, they are prone to preach a gospel of despair and discouragement to all others. Like some of the narrow-minded critics of music, who, by constantly striving to pick out flaws in the tones of the minor instruments of an orchestra, render themselves unfit to comprehend the grandeur of its performances and appreciate their æsthetic beauties, so blind persons of this descrip-

view has been astonishing. Her growth in size has been unusually great, and she is now five feet one inch and a half tall, and weighs hundred and one and one-half pounds. Her mind has also developed and matured with unparalleled rapidity. She reads with great ease and fluency and with perfect understanding any book in raised print that she happens to lay her hands on, and her success in the acquisition of language and accumulation of knowledge of various kinds is truly phenomenal. She certainly is a child genius. Her literary compositions teem with thoughts and noble sentiments, and are models of simplicity of style, of grammatical accuracy and purity of diction. But, after all, she is herself her inner nature, her modesty, her sweetness, her affectionate warmth of heart, more wonderful by far than her writings, extraordinary as they are. She is the centre of attraction wherever she goes. She takes every one by surprise with her uncommon and unconscious powers of fascination. Her manners have the most charming admixture of grace and gentleness with spirit and vivacity, and her cordiality and courtesy would win any heart. Her love of nature and of books, her sympathetic tenderness for all living creatures, her devotion to her friends, and her implicit faith in the goodness and kindness of all human beings, are not only undiminished but stronger than ever.

Accompanied by Miss Anna M. Sullivan, who

is still her special teacher and companion, Helen was welcomed to this institution in October, 1889, and has been ever since a member of our household. During the latter part of the past school year she accomplished a most extraordinary feat in learning to express her own thoughts and ideas in clear, articulate speech, and to read or understand the words of others, when they talk slowly and distinctly, by placing her fingers on their lips.

A full account of what Helen has accomplished during the past two years, and of all important facts and incidents connected with her education, is now in the course of preparation; but want of time and space renders it necessary for me to defer its publication, and issue it in a separate pamphlet or supplementary report.

THE LIBRARY AND ITS BENEFICENCE.

"Knowing I lov'd my books, he furnished me,
From mine own library, with volumes that
I prize above my dukedom."

SHAKESPEARE.

To the blind man, who is a lover of books, a choice library affords as great enjoyment as it does to his seeing brother. It is a source of independent pleasure and lasting profit; it is an untold joy and an incalculable solace. To obtain this invaluable treasure for the blind was one of the noble tasks to which Dr. Howe devoted himself with untiring zeal. His success in raising funds

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The following extract is from Mrs. Stephens' letter, of the same date:—

With my husband, I must regard as personal friends those who are contributing so much toward making his life not tolerable but enjoyable. . . .

From two to three years previous to commencing it, he had been unable to read by any means. He was unemployed. Of those could talk to him who could use the fingers. His life was aimless, with only a dark prospect in the future. He simply *endured* life, and spent his time in stripping up paper and tying it full of knots, "just to keep his hands in motion."

His condition was pitiable, and, if we had been less ignorant of all matters concerning the blind, he might have been saved those miserable years. But with such an experience, and the possibility of having sensible employment and also occupying his mind, it is hardly surprising that, with an energy and persistence which is characteristic of him, he toiled early and late. Though sometimes he retired utterly discouraged, the morning found him with his "Primer" again, and now he is enjoying the result of his efforts. Now, having learned the touch alphabet which was not an easy thing to do, and having his typewriter, he is not so wholly isolated from everything which could give pleasure or profit, and life has something yet to be enjoyed.

The following extracts are copied from the different letters of Mr. Stephens:—

JUNE 11, 1890. Not infrequently during the last few months I have said to myself and others, "I am almost as blind as I am deaf. I have lived long enough." When I consider how few have to endure the double deprivation of sight and hearing, and that I myself am one of the few, it does seem to me that I am very, very much afflicted. . . . But, if I am of service to your institution, I have not lived long enough. If one or more

From a letter of Mr. Morrison Heady of Kentucky to Mr. Stephens, dated Oct. 17, 1890, we quote as follows:—

Within the short time you have been a blind reader you have read more books than many persons in twenty years, even where they had the ability and opportunity of doing so. I feel that your example will henceforth be regarded as a most remarkable evidence of what a blind man may accomplish when he sets himself earnestly about the task, which you have so completely surmounted. Such assurance should and doubtless does console you not a little for your great deprivation, especially as you are already so accustomed to looking for good to grow out of evil and to make the best of such blessings as are still within your reach. He who does little, yet does his best, does better than he who does much, yet might have done much more.

These extracts speak for themselves. They need no comment. They tell a most remarkable and touching story. They show what real earnestness and unflinching perseverance can accomplish, even under the most distressing and apparently hopeless circumstances. They also emphasize the fact, that our library is a source of comfort and happiness and a store-house of knowledge and intellectual light to all sightless readers, many of whom are eager to profit by its rich treasures of choice literature reproduced in embossed print. In the case of Mr. Stephens, it has been more than this. It has served as a potent agency and powerful stimulus in helping him to break the thick walls of the double dungeon of darkness and stillness in

which he was imprisoned, and to become free once more. He is now in constant communion with the world of thought and ideas by means of the tips of his fingers, and one may fancy him exclaiming, in the words of Mrs. Hale:—

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When the suggestion was made to Mr. Stephens that he should try to learn to read by touch, it was peculiarly fortunate for him that he acted upon it promptly, and resolved to go to work at once, without asking the opinion or advice of some one of those sightless adults, who have their favorite hobbies to ride, and perceive no good whatever outside of them. They might have told him, that his efforts would prove futile, and might have urged him not to waste his time and strength in useless experiments. People of this kind have never attempted seriously and persistently to accomplish anything themselves, and, as a consequence, they are prone to preach a gospel of despair and discouragement to all others. Like some of the narrow-minded critics of music, who, by constantly striving to pick out flaws in the tones of the minor instruments of an orchestra, render themselves unfit to comprehend the grandeur of its performances and appreciate their æsthetic beauties, so blind persons of this descrip-

fixed hours to their work-rooms, where they are taught the rudiments of various handicrafts and the manipulation of material of different kinds. This training, besides giving to the blind elasticity and dexterity in the use of their fingers, is extremely advantageous and helpful to them in numerous other ways, and its value as one of the chief factors in their education cannot be overestimated.

For some time past, however, the circle of the industrial occupations suitable and profitable for the blind to pursue has been steadily contracting, and, owing to the constant invention and continually increasing employment of machinery in the manufacture of almost everything, it is becoming smaller from year to year. It is evident that in the exercise of mechanic arts we are losing ground. In order to stem this tide, and at the same time to infuse fresh vigor and energy into our department for manual training, we have been for some time on the lookout for new and improved methods. Hence we have examined carefully and with due deliberation all new plans brought to our notice, eager to ascertain both their merits and their defects, and to choose the best among them. Of these, the most promising seems to be the Sloyd system, which, bodying forth as it does Froebel's ideas, is destined to serve as a link between the kindergarten and the

True, our experiment is being tried on a very small scale. But, remembering that the most stately oaks grow from tiny acorns, we cherish the most hopeful anticipations of its success.

All which is respectfully submitted by

M. ANAGNOS.

LIST OF PUPILS.

Aldrich, Myrtle A.	Keyes, Theresa J.
Bannon, Alice M.	Lord, Amadée.
Bird, Ellen E.	Maloney, Margaret.
Boyle, Matilda J.	McCarthy, Margaret E.
Brecker, Virginia R.	Meleady, Mary E.
Brodie, Mary.	Morse, Maria T.
Bryant, Almira V.	Murgatroyd, Jane.
Carr, Emma L.	Murphy, Maria J.
Case, Laura B.	Murtha, Mary Ann.
Caulfield, Elizabeth E.	Neff, Calla A.
Chisholm, Elizabeth F.	Nickles, Harriet E.
Clark, Mary Eva.	Noble, Annie K.
DeLong, Mabel.	Norris, Harriet E.
Duggan, Katie J.	Ousley, Emma.
Ellingwood, Mary Etta.	Park, Mary S.
Emory, Gertrude E.	Ramsdell, Harriet M.
Eylward, Josephine.	Reed, Nellie Edna.
Fogarty, Margaret M.	Rich, Lottie B.
Foss, Jennie.	Risser, Mary A.
French, Mary E.	Rock, Ellen L.
French, Mattie E.	Roeske, Julia M. B.
Hancock, Mary E.	Russell, Lillian M.
Higgins, Mary L.	Snow, Alberta M.
Hoisington, Mary H.	Standing, Cora B.
Howard, Lily B.	Thomas, Edith M.
Jackson, Fanny E.	Tierney, Mary E.
Joslyn, Edna A.	Tisdale, Mattie J.
Keller, Helen A.	Tomlinson, Sarah E.

Walcott, Etta R.	Hodsdon, Harry B.
Warrener, Louisa.	Hogan, George H.
Welfoot, Florence E.	Holmes, Charles W.
West, Rose A.	Jackson, Clarence A.
Wilbur, Carrie M.	Jenney, William S.
Andrews, Wallace E.	Jennings, Harry M.
Baker, Frank G.	Kenyon, Harry C.
Beckman, J. Arthur.	Knapman, Burdett.
Bigelow, Edward D.	Lamar, Charles.
Blackman, John Victor.	Leutz, Theodore C.
Bond, William H.	Lynch, William.
Brown, George W.	Madsen, John.
Burke, Thomas H.	Mannix, Lawrence P.
Burnham, John.	McSherry, James B.
Byron, Roger.	Meagher, William H.
Campbell, John R.	Messer, William.
Campbell, Joseph G.	Miles, Henry R. W.
Cavanagh, Thomas.	Minor, John F.
Clare, John J.	Morrison, John F.
Clark, Frank A.	Mozealous, Harry E.
Clark, J. Everett.	Muldoon, Frederick J.
Coffey, James.	Newton, Wesley E.
Corliss, Albert F.	O'Brien, Francis J. L.
Davis, James S.	Oliver, John H.
Dayton, Reuben G.	Pickering, Jesse E.
Dutra, Joseph J.	Putnam, Herbert A.
Ellis, William C.	Ramsdell, Waldo E.
Farrell, John.	Rasmussen, Peter A.
Forrester, Charles.	Reilly, Patrick.
Girard, Raoul G.	Reynolds, Henry L.
Goddard, Clarence E.	Rich, Henry F.
Harmon, Everett M.	Riley, Edward.
Hawkes, Clarence E.	Robair, Charles.
Higgins, Thomas C.	Rochford, Thomas.
Hodgdon, George W.	Sabins, Weston G.



FRIE



OFFICERS OF THE CORPORATION.

1890-91.

SAMUEL ELIOT, LL.D., *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

FRANCIS BROOKS.	EDWARD N. PERKINS.
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WILLIAM ENDICOTT, JR.	LEVERETT SALTONSTALL.
JOSEPH B. GLOVER.	THOMAS F. TEMPLE.
J. THEODORE HEARD, M.D.	S. LOTHROP THORNDIKE.
ANDREW P. PEABODY, D.D.	GEORGE W. WALES.

VISITING COMMITTEE.

[At a meeting of the board of trustees, held July 2, 1887, the following vote was passed unanimously:—

Voted, That the board of trustees appoint a visiting committee on the kindergarten, consisting of twelve ladies, who shall visit the kindergarten and consult with the matron on its domestic affairs, and extend towards the children such kind notice and advice as they may deem proper.]

Mrs. ELIZABETH C. AGASSIZ. Miss ELIZABETH L. ANDREW. Mrs. WILLIAM APPLETON. Mrs. MAUD HOWE ELLIOTT. Miss CLARA T. ENDICOTT. Miss ESTHER FISKE.	Mrs. JOHN L. GARDNER. Miss OLGA GARDNER. Mrs. THOMAS MACK. Miss LAURA NORCROSS. Miss EDITH ROTCH. Miss ANNIE C. WARREN.
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OFFICERS OF THE KINDERGARTEN.

DIRECTOR.
M. ANAGNOS.

ATTENDING PHYSICIAN.
HENRY W. BROUGHTON, M.D.

Miss ISABEL GREELEY, <i>Matron.</i> Miss NETTIE B. VOSE, <i>Assistant.</i>	Miss FANNY L. JOHNSON, <i>Kindergartner.</i> Mrs. SARAH J. DAVIDSON, <i>Kindergartner.</i>
Miss CORNELIA C. ROESKE, <i>Music Teacher.</i>	
Miss EFFIE J. THAYER, <i>Special Teacher to WILLIE ELIZABETH ROBIN.</i>	



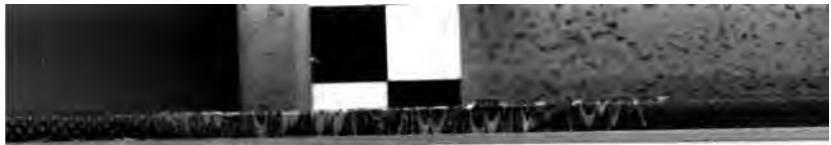
KINDERGARTEN FOR THE BLIND.

REPORT OF THE TRUSTEES.

TO THE MEMBERS OF THE CORPORATION:

Gentlemen and Ladies :— We have the honor to present to you the fourth annual report of the Kindergarten for the Blind for the year ending Sept. 30, 1890.

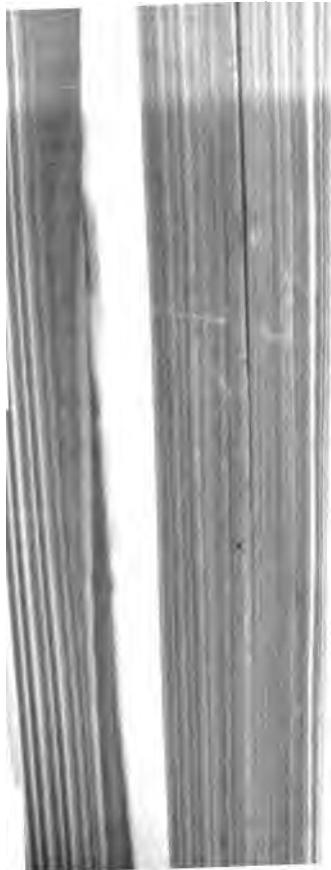
There is nothing to be abated from the highly favorable and encouraging report of progress in this interesting and beneficent institution, which was presented to you a year ago. On the contrary, the good work has been steadily progressing. The kindergarten is a primary school for blind children, taken at a tender age, where the education is conducted on the approved, the common-sense principles and methods of Froebel. The innocent wants and instincts of the child, its better nature, are encouraged and drawn out. An atmosphere of love pervades the school, the playground, the whole life. The innate individ-



these young natures, left to the chances, the examples, the temptations, the uncanny provocations of the poor, unclean, ignorant conditions and environment from which most of them were rescued and taken to a paradise like this!

The kindergarten during the year has been under the general supervision of the acting director of the Perkins Institution, Mr. Bennett, who has so faithfully and ably filled the place of Mr. Anagnos during his absence in pursuit of health abroad. The same energetic, wise, devoted, genial matron, Miss Isabel Greeley, still presides over the household, much beloved by all the inmates, with Miss Nettie B. Vose for her assistant; while the immediate instruction has been carried on acceptably, with excellent results, by those two well-informed, experienced *kindergartners*, Miss Fanny L. Johnson and Mrs. Sarah J. Davidson, with an admirable music teacher in Miss Cornelia C. Roeske, a graduate of our school.

Edith Thomas, blind, deaf and dumb, who, like Helen Keller, has evinced a very teachable nature, developing in a most gratifying way, a pupil at the kindergarten until, having passed the age of nine, she was transferred (promoted) to the parent institution at South Boston, has had for her special teacher, Miss Harriet M. Markham, and the remarkable progress which the gifted child



kindness of Rev. George
kindergarten still need
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for admission are so
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building will soon bec

The enterprise cannot
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The present buildin

was erected only as the first of three or four contemplated in the plan, and for which places are provided in the laying out of the domain.

All which is respectfully submitted by

FRANCIS BROOKS,
JOHN S. DWIGHT,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

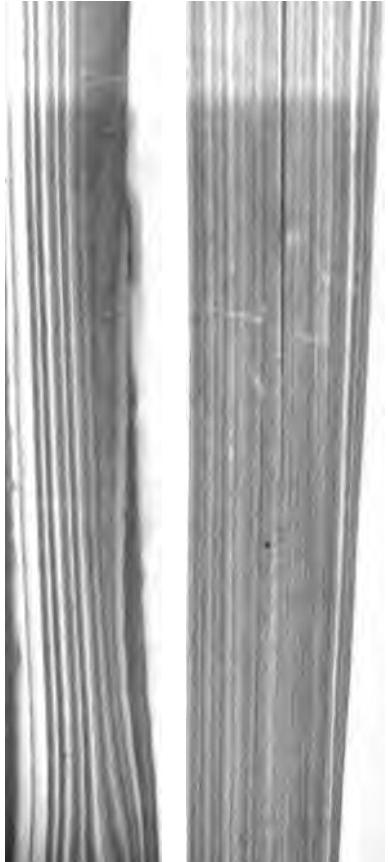
Trustees.



activity, and inclined to sluggishness and indolence. After a few months' residence at the kindergarten all this is changed, and the awakened intellect begins to gleam from their rounded and smiling faces. Surrounded with things that are pure and lovely and peaceful and helpful and refining and of good report, they are brought up under such propitious conditions as are very essential to the development of character and to a thorough preparation for the struggles of later life. Thus undesirable tendencies and evil inclinations are nipped in the bud and vanish, and the seeds of good habits and of sound principles are planted in their stead and fostered by every possible means, so that they may grow and blossom.

"The morn begins
Her rosy progress smiling."

As the history of the world in general never was made in the universities and factories, but in the nursery, so that of the blind in particular is to be made not in large schools and mammoth workshops, but in the kindergarten. Here is a storehouse of wholesome and beautiful influences, a veritable source of good breeding and blissfulness. Here is a treasury of potent instruments for forming character. Here are afforded rare opportunities for merry out-door sports and varied exercise, while within the building are unrivalled facilities for domestic comfort and harmonious culture.

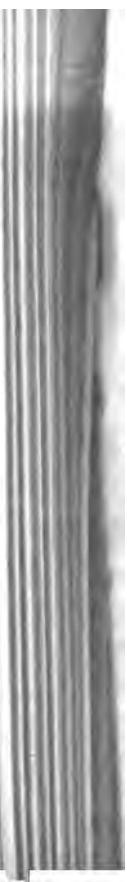


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and refine their tas
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their hearts every s
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generosity; to antici
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healthy, strong, intelligent, good, honest, truthful, conscientious, industrious and mutually helpful. As the genial warmth of the spring fosters the plants, so the inherent influences of the infant school nourish the physical powers and the intellectual and moral attributes of the children, and help them to flower out and flourish. Those who have visited it and witnessed its operations, and the fruits produced thereby, will bear testimony to the correctness of this statement and attest the truth of this picture.

The kindergarten has rapidly come into prominence as one of the best educational agencies for the elevation of the blind, and its usefulness is universally recognized. Its advantages are eagerly sought, and there is no restriction whatever upon their enjoyment. Its realm is open to every little sightless child of suitable age, who is in need of early training and friendly sympathy, whatever may be his race, nationality, creed or color. In it there is no boundary line formed by social or other distinctions, no circumscribed horizon, but, instead, an illimitable reach. The milk of parental care and kindness and the golden apples of rational education are free to all who are in need of them and wish to drink the former or pluck the latter.

Let us then hope and trust, that such an important enterprise—so noble in its origin, so broad in its aims, so catholic in its purposes and so benefi-

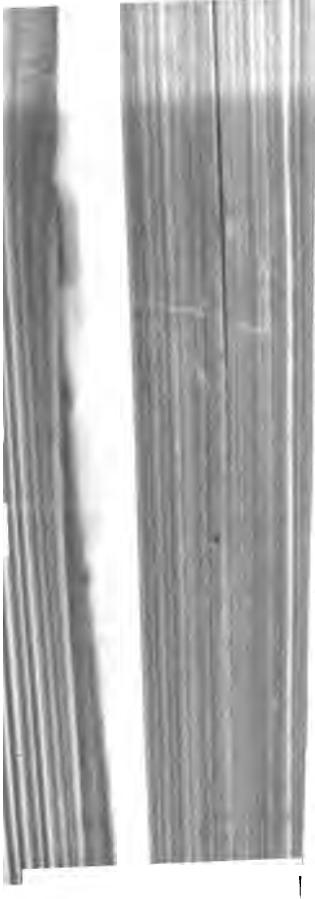


Are kept fore

A NEW BUILDING

We first surveyed
And when we had
Then must we

Doubtless the work. It is accepted by projectors claimed friends and promoters of strength and breadth. It moves forward from glorious consummation with results that are remarkable, and it is felt. It has already won of paramount interest about a wholesome life for sightless children,



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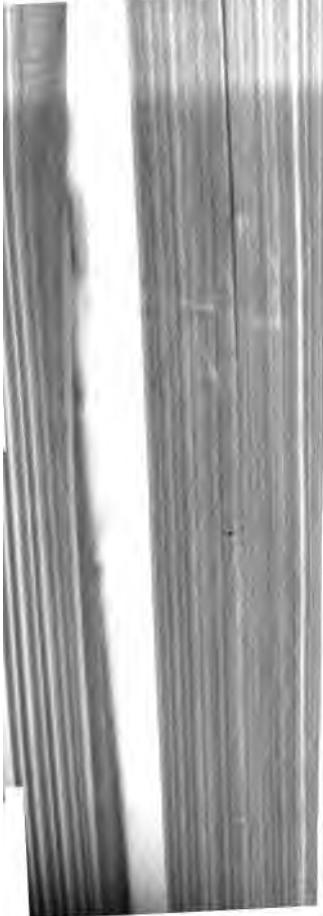
Fifth. To make
our original plan, &
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neighborhood to participat
kindergarten, and a
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and companions.

Ever since the inf
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They were thrown

pupils of the parent institution, without special or suitable provision for the continuance of their instruction and training, or for regular occupation. As a consequence, not a few of them were allowed to pass many an hour sitting idly in the workshop, and contracting those very habits of indolence and inertia, against which we cannot strive too hard to guard. Some of them were too small in stature and immature in mind to be taken away from the influences of the kindergarten. Their age, which seems to have served as the sole criterion for the removal, ought to have been measured by the degree of their development, rather than by the number of the years and months they had lived.

The necessity which prompted this action is to be greatly lamented for more reasons than one. It changed abruptly the course of training of the children, and impeded the progress of their development. It deranged and disorganized the work of the infant institution for the remainder of the year. It created much unhappiness and discontent. It produced a feeling of uncertainty in the minds of the teachers and all the other officers, and filled their hearts with disappointment and discouragement. Finally, it struck at the very root of the principles, which lie at the foundation of the kindergarten, and constitute the sum and substance of the reasons of its existence.

In view of these facts, the enlargement of our



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of soliciting money, and
are inseparable from it, i
But there is no room i

The need is evident, the demand is urgent. We must move forward, be the criticisms and the comments of those who are not in entire sympathy with this course what they may. For, in the language of the poet,

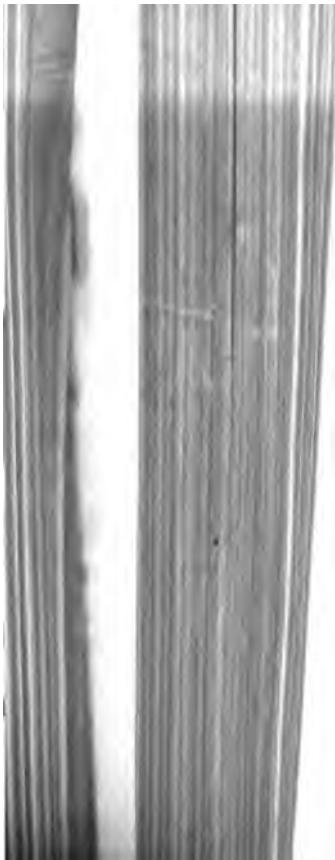
"If we shall stand still
In fear our motion will be mock'd or carp'd at,
We should take root here where we sit, or sit
State statues only."

Will our generous friends and helpers then refuse to consider in its true light the plea for the construction of a new building; and will they respond fully to such reasonable requirements as are essential to the advancement of the cause of the education of the blind? Is it their purpose to aid effectively all strenuous efforts for carrying the kindergarten enterprise to a high degree of completeness, so that it may fulfill its sacred mission in the best possible manner? Or do they prefer to stand still and to have us fold our hands and sing paens and psalms of praise for what has been accomplished during the past five or six years, removing from our standard the motto of *semper aliquid melius*, and inscribing in its stead *ne plus ultra?* I believe that they have not the slightest intention of this kind. At any rate, I hope and trust that nothing is further from their minds than this thought.



responsibility for the wel
children rested chiefly wit
Greeley, with her assista
and with the two kinder
Johnson and Mrs. Sarah.

All these ladies are in
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stances, and keeping its
They are not satisfied wi
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of love, and they use th
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tender spirit in the format
the children cannot be me



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Three of the origin
Mrs. Robert Treat P
Miss Sarah B. Fay, r
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most efficient service,
interest in the prospe
the welfare of its i
greatly missed both
teachers and officers.

GENEROUS GI

"Your bounty is
But, though my mouth be

It is with great plea
profound gratitude tha

ous additions made to the funds of the infant institution during the past year.

A legacy of \$5,000 was received from the executors of the will of the late Elisha T. Loring of Dorchester. In bequeathing a large amount of money to various educational and benevolent establishments, Mr. Loring remembered the kindergarten most liberally. As this was done on the 30th of January, 1883, when the project was still in its embryonic stages of existence, it shows the implicit faith which the sagacious testator had in its beneficence.

Through the great kindness of Rev. George E. Ellis, D.D., the amount of \$5,000 was paid to our treasurer from the estate of the late Mrs. Ellen M. Gifford of New Haven; and, at the request of Mrs. Geo. W. Wales, a donation of \$10,000 was made to us by the trustees of the same estate. Both Dr. Ellis and Mrs. Wales have been constant friends of the kindergarten, and have taken a very deep interest in its success. The former has also presented to the little institution an excellent pianoforte which belonged to his own family, and numerous contributions of money have been sent to us through the efforts and at the earnest request of the latter.



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It has gained great
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constantly bear in mind.

"All as yet con
Is but the day

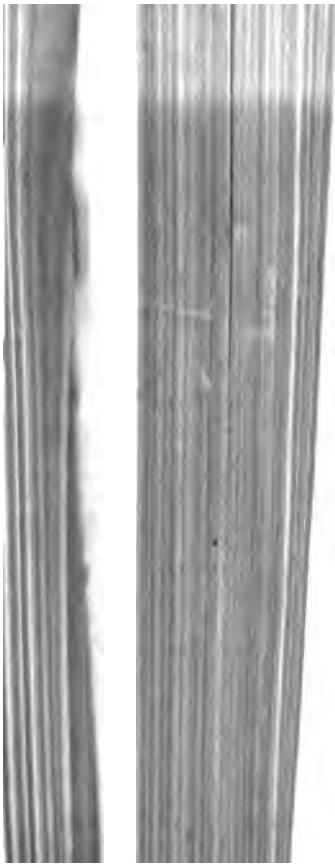
Just now, the building
erection of a new building
give us if we speak
this matter. They
immediate necessity
as to justify the repe
plea.

We propose to do
work of increasing
aware of the fact

the pathway in which we shall have to tread in advancing toward the fulfilment of this purpose, and that we shall have to toil in season and out of season before we reach the goal of our aspirations. Others may falter or shrink before the magnitude of this task, and be disposed to postpone its accomplishment to some future time; but, so far as I am concerned, while I feel the sharp grip of the manifest and unquestioned necessity, I cannot rest or keep silent. I consider myself under orders which are peremptory, and admit of neither excuse nor delay. I have no option. My duty to the blind urges me to go forward; and go I must. Want of time and lack of strength are of no account; obstacles are nothing; indifference or opposition on the part of others has no significance whatever; possible failure is not to be thought of. Though difficulties towered on every side like mountains in my path, and though I were left alone to conquer them, it would not matter. The word of command rings like a bugle-blast, and I must obey, or be false to the cause of the little sightless children.

All which is respectfully submitted by

M. ANAGNOS.



SIR : — I have the
of the Kindergarten
Sept. 30, 1890.

While we may be to
realize large results, y
in three years to inc
advantages.

At the commencement
looking back upon the
months, it would seem
look toward the future
present needs of our wo
increased facilities for r
our infant institution.
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advantage involves alm
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This work was inaug
early kindergarten traini
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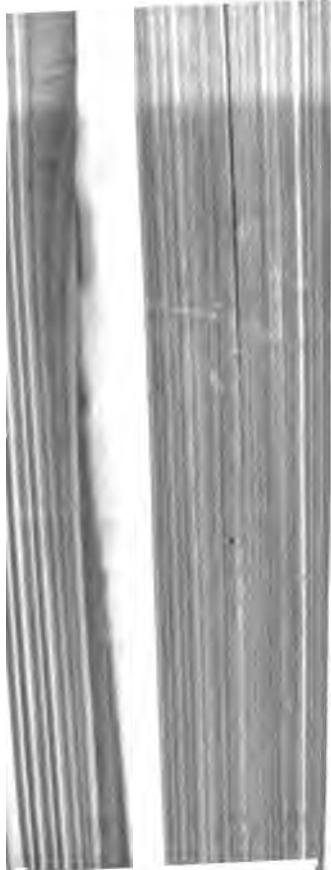
with the moral training of the home, and such is the adaptability of this system to teaching the blind, that we are ready to believe that Froebel must have especially considered this class when he devised his great natural method of teaching. At all events, it is true that the kindergarten has become an indispensable factor in the education of the blind, and receives today more distinct and general recognition among thoughtful educators than at any previous time in the history of the movement.

It was on the first of May, 1887, that this school was opened with ten children in attendance. During the past year there have been forty-five pupils within our walls, and we confidently expect in three years more to increase the number to one hundred if proper accommodations should be provided.

Notwithstanding various interruptions and adverse circumstances, there has been a fair degree of progress during the past year. The classes are more thoroughly graded and in a better classified form than in any previous year. The method of work as now arranged provides for a course of three years; and we believe, that, with the exception of very unusual cases, each child admitted here should complete this course before attempting a higher grade of work. In order to do this, it is necessary that *fitness*, and not age, should be made the standard of promotion. One of the most serious interruptions to our work has been the transfer of pupils at irregular times to the higher department at South Boston, — pupils who were, save in the matter of age, totally unfitted to go there. Of the nineteen who were transferred last year, none had completed the course here, and a very small percentage of those sent could afford to lose it. This promiscuous draft upon the mem-

speech and motion. A child who cannot turn the knob of a door with its nerveless, flabby hand, who not only can neither feed nor dress itself, but appears to lack the inclination, as well as the strength, to do so, will surprise us with extraordinary feats of memory. Such a child will perhaps be able to repeat in their order the names of the books of the Bible, and of the kings of England, besides line upon line of prose and rhyme. It is painful to see children of seven and eight years of age so needlessly helpless. If parents would follow the "Counsels to Parents of Blind Children," as given by Dr. Howe in the forty-third annual report of the Perkins Institution, we should have the kindergarten work begun in the home nursery, and it would be an incalculable blessing. Hence we emphasize the fact that, in the absence of all this superior training in the home, the kindergarten should have the *early* direction of the blind child, in order to produce the best results; and we are sure it would add to the thoroughness of the work we desire to do here, if, in addition to our present course of three years, there could be a fourth year devoted to advanced elementary work,—that is, to a combination of kindergarten training and primary instruction. We should thus have an intermediate class, forming a connecting link between the two grades of study.

Recognizing the law laid down by Froebel, that what one tries to *do* he begins to understand, we wish the idea could be carried into a greater number and variety of manual exercises. Here indeed "touch is the master sense," and the hand is its agent. Last year an attempt was made to give some practice in this direction. A room was set apart for the purpose, a box of carpenter's tools was provided, with suitable pieces of wood, and one of



we are sure that it w
fundamental training

In the daily gym
introduced the Swed
set of instructions ; at
a method of physical

The musical instruc
careful and painstaking
again we find the y
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pupils have had lesson
and the whole class rec

The gift of a pianofor
was most gratefully app

Nothing in the brief
been more inspiring th
Edith Thomas, who e
October, 1887, and w
with loving solicitude at
was promoted to the gir

A second interruption
an epidemic of scarlet-fe
the month of March. —

of pneumonia. In the first case the child was removed to the Children's Hospital, and soon recovered. The second case, on account of the severity of the attack, was cared for at the kindergarten. In this instance there was speedy recovery. Dr. Broughton made forty-six professional visits during the year, and rendered many kind services in addition. One very promising pupil, Charles Henry Richardson, went to the hospital March 24, and died March 27, of a malignant type of measles. His age was eight years and seven months. This was the only loss by death during the year. There was one supposed case of diphtheria sent to the hospital, but the patient returned in ten days, his sickness proving to be only a severe form of tonsilitis. The other cases of scarlet-fever and measles were of a mild type, and the children were all able to resume their accustomed places at the beginning of the last term, and the year closed with no further illness. When we consider the prevalence of epidemic diseases during the last winter, necessitating the temporary closing of many public and private schools, there is reason for thankfulness for the good degree of health enjoyed by the inmates of our institution, and for our avoidance of more serious consequences. We would not fail to mention our indebtedness to the Children's Hospital and the Boston City Hospital for their prompt response to our call in the time of need, and for the unvarying courtesy and sympathy of all the officers and attendants connected with these institutions. These cases of illness have strengthened our conviction of the absolute need of some place for the complete and speedy isolation of patients. Oftentimes an epidemic may be avoided in this way. The attending physician cannot always decide the nature of a malady at

danger of contagion

Number of pupils
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Removed to South
Present number,

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Many visitors an
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These merry chil

and desirable models for use in the school-room have been left to us to show their interest in the cause. One little girl who came here, said, during her visit, "I have fifteen cents for the new building,—five from my sister, five from my brother, and five from myself." (Her name was Florence Bigelow.)

Mrs. Aldrich, of Springfield, Mass., makes an annual pilgrimage to Boston with her normal class of kindergartners. They visit Miss Peabody and the kindergarten for the blind "for inspiration;" and many another visitor has expressed the same sense of obligation for the helpful lessons derived from a visit to the kindergarten.

Respectfully submitted,

ISABEL GREELEY,

Oct. 1, 1890.

Matron,

LIST OF CHILDREN.*

Almy, Lilian.	Wagner, M. Alice.
Colyar, Amy H.	Amadon, Charles H.
Griffin, Martha.	Dodge, Wilbur F.
Heap, Myra.	L'Abbé, Harry.
Kennedy, Nellie A.	Lawton, George.
Matthews, Clara.	Levin, Bernard.
Muldoon, Sophia J.	Martello, Antonio.
Newton, Eldora B.	Rochford, Francis J.
O'Neal, Katie.	Searles, Aloysius.
Puffer, Mildred E.	Vaughn, William M.
Saunders, Emma E.	Walsh, Frederick V.
Simpson, Robertha G.	Younge, William Leon.
Wagner, Grace.	

* While this report was in press, another pupil, Willie Elizabeth Robin, a blind deaf-mute from Texas, was added to the number.



edgments to the fol
prietors, managers,
various musical ente
readings, and for an
papers, minerals and

As I have said in p
a source of pleasure
valuable means of es
of mental stimulus a
there is no community
the gratification and i
as that of Boston does

I. — Acknowledgments

To Mr. Eugene To
McGlenen, manager, for
great and continued o
above fifty in number to

To Mr. Henry Lee H
for forty tickets to one

To the Händel and H
A. Parker Browne, for
of three oratorio rehear

To the Apollo Club, for
for six tickets to each —

To the Cecilia, through its secretary, Mr. Edward Pelham Dodd, for an average of fourteen tickets to each of four concerts.

To an anonymous friend, for four tickets to one Cecilia concert.

To the Boston Singers' Society, through its secretary, Mr. F. H. Ratcliffe, for six tickets to each of three concerts.

To Prof. Carl Baerman, for twenty-eight season tickets to six chamber concerts.

To Mr. Leo Goldmark, for an average of forty-one tickets to each of two pianoforte recitals given by Dr. Hans Von Bülow.

To Messrs. Henry F. Miller & Co., for admission to Emil Zoch's pianoforte recital. To the same, for ten tickets to Miss Neally Stevens' pianoforte recital.

To Mr. Stafford, for thirty-one tickets to a concert by the Beacon Orchestral Club.

To Mattapannock Lodge, No. 472, K. of H., for twenty tickets to Miss McDonald's concert.

To Friendship Lodge, No. 125, K. and L. of H., for twenty tickets to the same.

To Rev. J. J. Lewis, pastor of the Broadway Universalist Church, for a general invitation to all concerts and other entertainments given before that society.

To the St. John's M. E. Church, through its treasurer, Mr. P. H. Elton, for admission to a course of lectures and concerts.

II.—Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and readings given from time to time in the music hall of the institution, we are greatly indebted to the following artists:—

To Mr. Carl Faelton, for one pianoforte recital.

To Miss Edith Abell, assisted by her pupils and Miss Crombey, reader, for one concert.

III. — Acknow

For various books
following friends : —

To Mrs. Mary W.
Murray, Montreal, a
Religious Literature f

IV. — Acknowledg

The editors and pu
zines and semi-monthl
kind and liberal in sei
which are always cordia

The N. E. Journal of 1
The Atlantic, . . .
Boston Home Journal,
Youth's Companion,
Our Dumb Animals, 2
The Christian, . . .
The Christian Register,
The Musical Record,
The Musical Herald,
The Folio, . . .
Littell's Living Age,

The Watchman,	.	.	.	.	.	Boston, Mass.
Zion's Herald,	.	.	.	.	.	" "
The Missionary Herald,	.	.	.	.	.	" "
The Well-Spring,	.	.	.	.	.	" "
The Salem Register,	.	.	.	.	.	Salem, Mass.
The Century,	.	.	.	.	.	New York, N. Y.
St. Nicholas,	.	.	.	.	.	" "
The Journal of Speculative Philosophy,	.	.	.	.	.	" "
The Manufacturer and Builder,	.	.	.	.	.	" "
American Annals of the Deaf,	.	.	.	.	.	Washington, D. C.
The Etude,	.	.	.	.	.	Philadelphia, Pa.
Church's Musical Journal,	.	.	.	.	.	Cincinnati, O.
The Messenger,	.	.	.	.	.	Ala. Academy for the Blind.
Goodson Gazette,	.	.	.	.	.	Va. Inst. for Deaf-Mutes and Blind.
Tablet,	.	.	.	West Va. Inst.	"	" "
Good Health,	.	.	.	.	.	Battle Creek, Mich.
L'Amico dei Ciechi,	.	.	.	.	.	Florence, Italy.
Valentin Haüy, a French monthly,	.	.	.	.	.	Paris, France.

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

Rents,		\$67 00
For board of Martha Griffin,	13 10	
J. A. Bennett, unexpended balance of auditors' draft,	217 28	
Legacy from E. T. Loring,	5,000 00	
Legacy from Mrs. Ellen M. Gifford, through Rev. Geo. E. Ellis,	5,000 00	
From trustees of estate of Mrs. Ellen M. Gifford, at the request of Mrs. Geo. W. Wales,	10,000 00	
State of Maine for 1889,	375 00	
" " Maine for 1890,	675 00	
" " New Hampshire,	750 00	
" " Massachusetts, for Edith Thomas,	300 00	
" " Connecticut,	600 00	
" " Rhode Island,	950 00	
	29,501 10	
Investments:		
Sold three shares Chicago, Burlington & Northern R. R.,	\$120 00	
\$100 Atchinson, Topeka & Santa Fe R. R., 5% income bond,	67 00	
Collected, Haynes mortgage,	8,000 00	
	8,187 00	
	\$103,471 51	

Examined Oct. 8, 1890, and found correct.

A. T. FROTHINGHAM, {
GEO. L. LOVETT, { Auditors.

EDWARD JACKSON, Treasurer.

•103,471 51

**GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS FOR THE PERKINS INSTITUT
FOR THE BLIND, for the Year ending Sept. 30, 1890.**

I. INCOME.	EXPENSES.
to of Massachusetts, annual appropriation,	\$30,000 00
and tuition; State of Maine, for 1880,	44,200
" " " Kindergarten,	375
" " " of Maine, for 1880,	4,575 00
" " " Kindergarten,	2,525
" " " of New Hampshire,	675
" " " Kindergarten	3,200 00
	\$2,900

Bread, flour and meal, .
Potatoes and other vegeta
Fruit,
Milk, 32,987 quarts, .
Sugar, 8,758 pounds, .
Tea and coffee, . . .
Groceries,
Gas and oil, . . .
Coal and wood, . . .
Sundry articles of consump
Wages and domestic servic
Salaries, superintendence a
Outside aid,
Medicine and medical aid,
Furniture and bedding,
Clothing and mending, .
Stable, hay, oats, etc., .
Musical instruments, .
Boys' shop,
Books, stationery, etc.,
Construction and repairs,
Taxes and insurance, .
Travelling expenses, .
Sundries,

PRINTING FUND STATEMENT, Oct. 1, 1890.

Receipts.	Expenses.
Income from investments,	\$1,265.96
Sale of books in embossed print,	246.94
	692.30
	623.40
	97.90
	44.00
	24.00
	\$2,994.74
	4,100.33
	<u>\$7,104.07</u>
	<u>\$7,104.07</u>

KINDERGARTEN FUND STATEMENT, Oct. 1, 1890.

Receipts.	Expenditures.
Board and tuition, State of Maine,	\$1,000.00
" " " New Hampshire,	750.00
" " " Connecticut,	600.00
" " " Rhode Island,	950.00
	<u>\$3,350.00</u>
State of Massachusetts for Edith Thomas,	300.00
Towns and individuals,	13.10
Rents,	667.00
Legacies,	10,000.00
From Trustees of estate of Mrs. Ellen M. Gifford, at request of Mr. George W. Wales,	10,000.00
Donations:	
Endowment fund,	\$1,757.50
Annual subscriptions through Ladies' Auxiliary	
Aid Society,	1,917.10
Contributions for current expenses,	1,210.97
Contributions for new building,	38.15
Income from investments,	<u>\$4,928.72</u>
Cash on hand Oct. 1, 1890,	5,763.76
	16,375.91
	<u>\$51,363.48</u>

Household furniture, Jamaica

Provisions and supplies, South Boston

Provisions and supplies, Jamaica Plain

Coal, South Boston,

Coal, Jamaica Plain,

Work Department
Stocks and bills receivable,

Musical Department

One large organ,
Four small organs,
Forty-nine pianos,
Brass instruments,
Violins,
Musical library,

Printing Department

Stock and machinery,
Books,
Stereotype plates,

School furniture and apparatus
Library of books in common type
Library of books in embossed type

Boys' shop,
Stable and tools,

The foregoing property represents the following funds and balances, and is answerable for the same:—

<i>Institution Funds.</i>		
General fund of the institution,		\$126,478 84
Harris fund,		80,000 00
Richard Perkins fund,		20,000 00
Cash in treasury,		26,284 59
<i>Printing Fund.</i>		
Capital,		\$107,500 00
Surplus for building purposes,		27,653 99
		185,153 99
<i>Kindergarten Funds.</i>		
Helen C. Bradlee fund,		\$40,000 00
Sidney Bartlett legacy,		10,000 00
George Edward Downs legacy,		3,000 00
Mary Williams legacy,		5,000 00
E. T. Loring legacy,		5,000 00
Ellen M. Gifford legacy,		5,000 00
Mrs. Geo. W. Wales fund,		10,000 00
Funds from other donations,		22,000 00
		100,000 00
Cash in treasury,		34,130 76
Buildings, unimproved real estate and personal property in use for the institution at South Boston,		345,747 15
Land, buildings and personal property in use for the kindergarten at Jamaica Plain,		80,261 68
		\$948,057 01
Total amount of property belonging to the kindergarten,		\$214,892 44
Total amount of property belonging to the institution proper,		733,664 57
		\$948,057 01

Legacies —

E. T. Loring, .

Mrs. Ellen M. Giff

through Rev. George

Ellis,

Endowment fund, .

Annual Subscriptions thi

Auxiliary Aid Society,

Contributions,

For current expenses,

Donations for new buildin

Board and tuition, .

Rents,

Income from investments,

Cash on hand Oct. 1, 1889,

Maintenance,

Insurance and repairs on ho

Invested,

Total expenses, . .

Due on contract for gradin

Balance Oct. 1, 1890,

PROPERTY BELONGING TO THE KINDERGARTEN.

Helen C. Bradlee fund,	.	.	.	\$40,000 00
Mrs. George W. Wales fund,	.	.	.	10,000 00
Legacies —				
Sidney Bartlett,	.	.	.	10,000 00
George Edward Downs,	.	.	.	3,000 00
Mary Williams,	.	.	.	5,000 00
E. T. Loring,	.	.	.	5,000 00
E. M. Gifford,	.	.	.	5,000 00
Funds from other donations,	.	.	.	22,000 00
Endowment fund,	.	.	.	———— \$100,000 00
Cash in treasury,	.	.	.	34,130 76
Land, buildings and personal property at Jamaica Plain,	.			80,261 68
Total amount of property belonging to the Kindergarten,				
	.	.	.	\$214,392 44

----- or the little

Brooks, Mrs. Francis
of "Heidi," .
Brooks, Mrs. Francis
sale of "Heidi,"
Brown, Miss H. Louis
Burnham, Mrs. John
Class in Shepard M.
Miss A. E. Hilton's
Curtis, Mrs. Greeley F., C. A., .
Field, Mrs. N. M., M.
Foster, Miss C. P., Can
Gooding, Alfred, .
Green, Charles, .
Haven, Mrs. Lucy B., .
Hooper, Mrs. James R.
Jenks, Miss C. E., sixt
Kindergarten at Florenc
Kindergarten at Hyde P
Kindergarten at Newto
Sweetser's, .
Kindergarten at Warrent
L., S. E., . . .

Amount carried forward

<i>Amount brought forward,</i>	\$873 05
“ Little Folks,” of Miss Sampson’s School, Charles-town, eighth contribution,	6 75
Morse, Miss Margaret F.,	5 00
Proceeds of sale by Theodora Irving Knight, Eleanor G. Gray, Edith Rotch, Clara Winthrop, Marianne Appleton, Ruth Williams, Emily Reed, Bessie Seabury, Margaret Winthrop, Ethel Stockton, Marjory Appleton, and Sarah Bremer,	340 85
Proceeds of entertainment at Mr. Brooks’, and sundry donations,	300 00
Rotch, Miss Mary,	5 00
Sale of curios,	1 10
Shuman, Lillie, May Davenport and Susie Seaver, .	10 00
Sunday-school class, West Gardner, Miss Nettie M. Fairbanks,	15 75
Sunday-school class in Unitarian Church, Neponset, Miss M. R. Leavitt’s,	100 00
Thorndike, Mrs. J. H., eighth contribution,	100 00
<hr/>	
	\$1,757 50
From trustees of the estate of Mrs. Ellen M. Gifford, late of New Haven, by request of Mrs. George W. Wales,	10,000 00

<i>Amount brought forward,</i>	. . . . .	\$2,449 38
Kindergarten at Newark, N. J., Miss Isabel Merry's,		10 10
Kindergarten, Walpole Street, through Miss C. E.		
Carr,		3 00
Kindergarten at Somerville, Miss R. Porter's,		1 10
Kramer, Henry C., second contribution,		25 00
Lillie's savings,		1 00
Lowell, Miss Lucy, annual,		10 00
Lyman's, Miss, school,		103 00
Meyer, Mrs. George von L., third contribution,		50 00
Montgomery, William, annual,		25 00
Newell, Mrs. M. Abbie, second contribution, . . .		25 00
Porter, Mrs. H. A.,		1 00
Primrose Club, Dorchester,		61 00
Private school, Charlestown, Miss Sampson's, seventh contribution,		6 00
Sunday-school at Blue Hill,		7 22
Sunday-school of the First Church, Boston, fifth contribution,		109 27
Sunday-school of the Unitarian church, Littleton, fourth contribution,		5 00
Thorndike, Mrs. J. H., annual,		10 00
Wainwright, Miss R., annual,		5 00
Wales, George W., annual,		100 00
Wales, Miss M. A., annual,		25 00
Warren, Mrs. J. Sullivan, annual,		20 00
Whitehead, Miss Mary, annual,		10 00
Whiting, Mrs. S. B.,		10 00
Whitwell, S. H., third contribution,		25 00
Whitwell, Miss S. L., third contribution,		25 00
Wilder, Miss Marjorie (six and one-half years), Ipswich),		1 00
Wood, Miss C., third contribution,		5 00
		<hr/>
		\$3,128 07

LIST OF EMBOSSED BOOKS,

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Book of Psalms,	1	\$3 00
New Testament,	3	7 50
Book of Common Prayer,	1	3 00
Baxter's Call,	1	2 50
Hymns for the Blind,	1	2 00
Natural Theology,	1	4 00
* Selections from the Works of Swedenborg,	1	-
Biographical Sketches of Distinguished Persons,	1	3 00
Biographical Sketch of George Eliot,	1	25
Memoir of Dr. Samuel G. Howe,	1	3 00
Howe's Cyclopaedia,	8	32 00
Latin Selections,	1	2 00
Combe's Constitution of Man,	1	4 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
"Life and her Children," or a Reader of Natural History,	1	3 00
Geometrical Diagrams,	1	1 00
Wentworth's Grammar-school Arithmetic,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Higginson's Young Folks' History of the United States,	1	3 50
Constitution of the United States,	1	40
Dickens's Child's History of England,	2	6 00
Freeman's History of Europe,	1	2 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
The Peasant and the Prince,	1	3 00
Washington and his Country,	3	9 00
Guyot's Geography,	1	3 00
Scribner's Geographical Reader,	1	2 50
American Prose,	2	6 00
Most Celebrated Diamonds, by Julia R. Anagnos,	1	50
Dickens's Christmas Carol, with extracts from Pickwick,	1	3 00
Dickens's David Copperfield,	5	15 00
Dickens's Old Curiosity Shop,	3	12 00
Emerson's Essays,	1	3 00
Extracts from British and American Literature,	2	5 00
George Eliot's Story of Janet's Repentance,	1	3 00
George Eliot's Silas Marner,	1	3 50
Goldsmith's Vicar of Wakefield,	1	3 00
Hawthorne's Scarlet Letter,	2	5 00
Hawthorne's Tanglewood Tales,	2	4 00
Scott's Quentin Durward,	2	6 00

* Printed by the donor for free distribution.



Longfellow's Evangeline,
Longfellow's Evangeline, an
Longfellow's Hiawatha, .
Lowell's Poems, .
Milton's Paradise Lost, .
Pope's Essay on Man, and otl
Scott's Lay of the Last Minst
Shakespeare's Hamlet and J.
Shakespeare's King Henry Fi
Shakespeare's Romeo and Ju
Tennyson's In Memoriam, an
Whittier's Poems, .
Longfellow's Birthday, by Ju
Commemoration Ode, by H. V

JUVENILE

Script and point alphabet sheet
Braille Primer, .
An Eclectic Primer, .
Child's First Book, .
Child's Second Book, .
Child's Third Book, .
Child's Fourth Book, .
Child's Fifth Book, .
Child's Sixth Book, .
Child's Seventh Book, .
Youth's Library, volume 1, .
Youth's Library, volume 2, .
Youth's Library, volume 3, .
Youth's Library, volume 4, .
Youth's Library, volume 5, .
Youth's Library, volume 6, .
Youth's Library, volume 7, .
Youth's Library, volume 8, .
Anderson's Stories and Tales, .
Bible Stories in Bible Language
Children's Fairy Book, by M. A.
Eliot's Six Arabian Nights, .
Heidi : translated from the Ger
Kingsley's Greek Heroes, .
Little Lord Fauntleroy, .
Little Women, by Louisa M. Alc

LIST OF EMBOSSED BOOKS — *Concluded.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Lodge's Twelve Popular Tales,	1	\$2 00
Stories for Little Readers, by Emilie Poulsson,	1	40
The Blind Brother,	1	2 00
The Little Ones' Story Book,	1	40
The Queen of the Pirate Isle,	1	40
The Story of a Short Life, by J. H. Ewing,	1	2 00
The Story of Patsy,	1	50
What Katy Did, by Susan Coolidge,	1	2 50
MUSIC.		
A few German Chorals of J. S. Bach,	1	50
Burgmuller's Exercises,	1	75
Cramer's Piano Studies,	2	1 50
Key to Braille's Musical Notation,	1	35
Arban's Method for the Cornet and Sax-Horn,	1	1 00
Exercises in Harmony,	1	25
Forty-five Hymn Tunes,	1	50
Gurlitt's Studies,	1	75
Heller's Progressive Studies,	1	75
Opus 261, by Czerny,	1	1 00
Loeschhorn's Progressive Studies,	1	25
Musical Characters used by the Seeing,	1	35
Scala's Vocal Exercises,	1	50
Scherzo,	1	05
The Bridal Rose — Overture,	1	50
The Color-Guard March,	1	25
The Little Rose Waltz,	1	25
Twelfth Andante and Waltz, by Charles Bach,	1	10
Urbach's Prize Piano School,	2	4 00

N. B. The prices in the above list are set down per SET, not per volume.

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1. The Hemispheres, .
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3. North America, .
4. South America, .
5. Europe, . . .
6. Asia, . . .
7. Africa, . . .
8. The World on Mercator

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II. —

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2. Western Hemisphere,
3. North America, .
4. United States, .
5. South America, .
6. Europe, . . .
7. Asia, . . .
8. Africa, . . .

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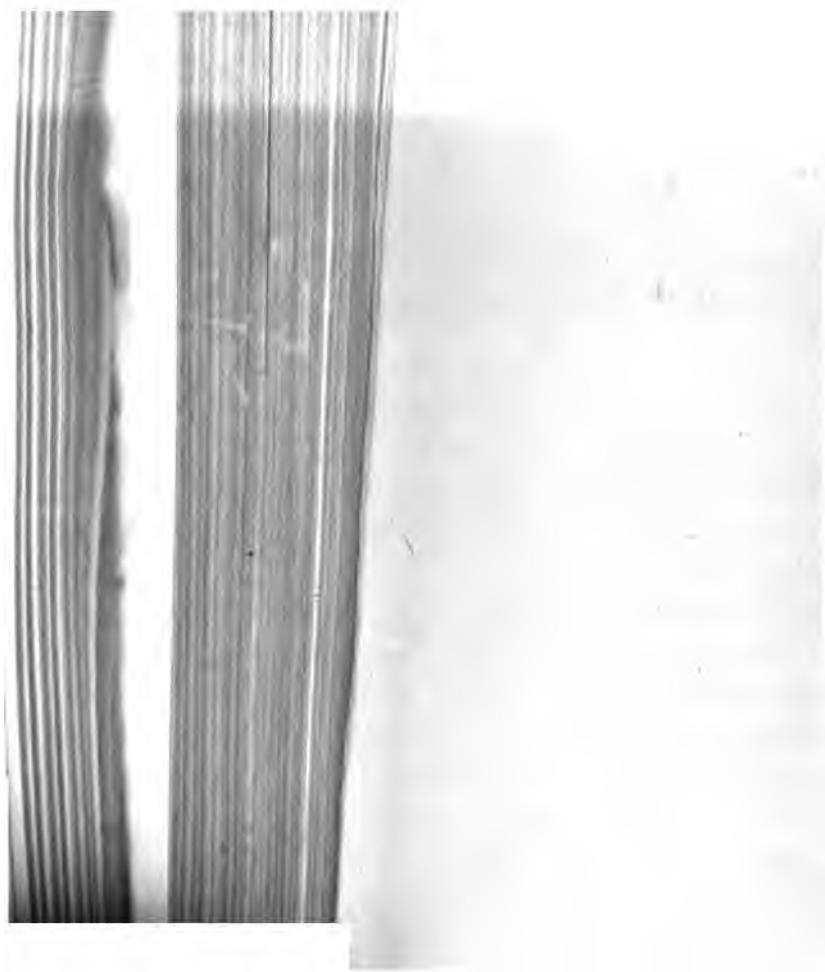
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Ciphering-boards made of brass strips, nickel-plated, each, \$3 00
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WRITING.

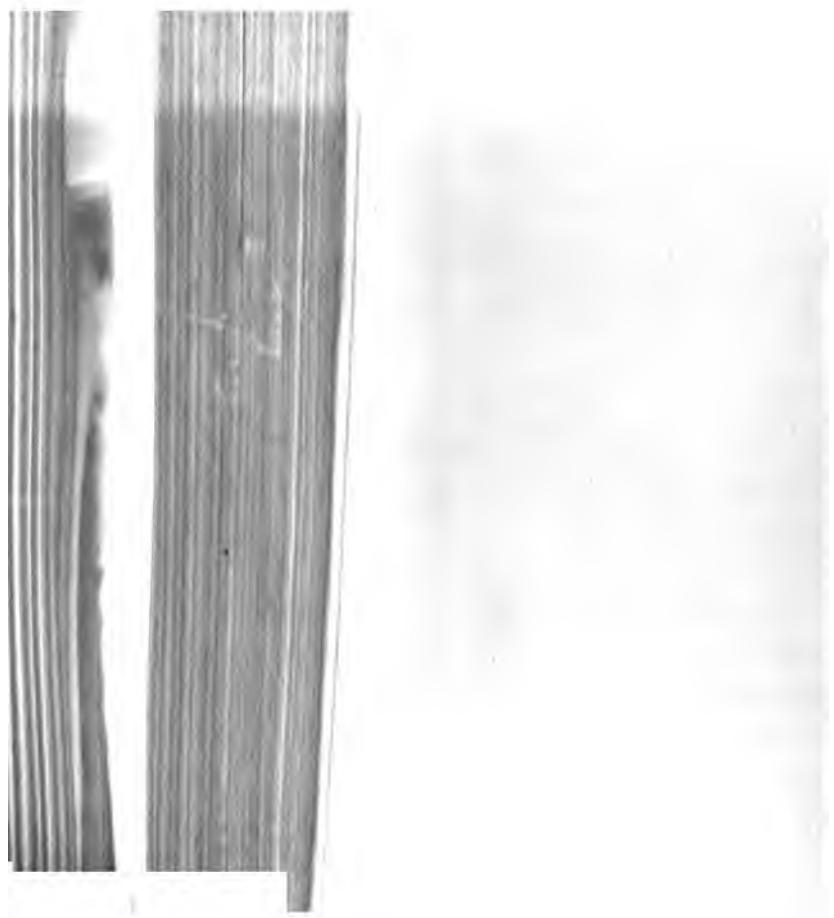
Grooved writing-cards, each, \$0 05
Braille tablets, with metallic bed, " 1 50
Braille French tablets, with cloth bed, " 1 00
Braille new tablets, with cloth bed, " 1 00















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